

CVCP may call for tough English tests

by David Walker

The Committee of Vice-Chancellors and Principals is likely to set up a working party that could recommend a stringent new test in English language to be taken by all overseas postgraduate students entering higher education.

The move comes after several universities have tightened up their entrance requirements for overseas students and expressed dissatisfaction with some of the existing language tests run by the British Council. Further this month the first results of a new examination organized by the General Medical Council for foreign doctors showed a startlingly low rate of success.

The mounting cost of remedial English classes and the difficulty of running one-year masters' courses with students with inadequate command of English have prompted the British Council and the Universities to revise their matriculation requirements and others, like Imperial College, London, to consider new and better tests.

The idea of a language test common to all universities, discussed in recent weeks by officers of the British Council and the CVCP in a series of joint meetings, was first mooted in a paper from the Cambridge University Board of Graduate Studies.

The test to be taken at home or abroad—perhaps through the examinations machinery of the Cambridge Local Examinations Syndicate—would give the student a

'Give priority to young blacks in FE colleges'

by Sue Reid

Further education colleges must give priority to the needs of young black people if they are to fulfil their essential role in society, Miss Jocelyn Barrow, a lecturer at Farnborough College of Education, London, said this week.

Speaking at a conference at Goldsmiths College, London, on the further education service in a multi-racial community, Miss Barrow pointed out that further education colleges have moved away from their role of providing a second chance for young people and were now becoming purely academic institutions.

She felt that priority should be given to the needs of young black people within the further education system. Young black people often face the same barriers to further education that they had faced at school.

"Further education has an extremely important role and responsibility for black minority groups in channelling their abilities to the right direction and to meet their needs. If the further education service fails to do this, the alienation and confrontation will be disastrous. We need more than isolated experiments in a few colleges," said Miss Barrow.

A continued programme was needed to look at communications and language skills, provide courses which paved an introduction to various careers and set up foundation

12 staff and no students

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gates £3.2m, or about 20 per cent of total income.

The gross figures for all universities put the ratio of staff to students at exactly 1.18 in the academic year 1972-73, a slight change from the previous year's 1.18.1. The proportion of senior staff—those above senior lecturer level—increased slightly, making professors nearly 12 per cent and readers and senior lecturers nearly 22 per cent of the total.

The bulk of the professional staff were aged 40 and over and were located in Oxford, Cambridge, Birmingham, Manchester, Edinburgh and London.

The gross figures for the quality

courses to help people fill the gaps in their education. Staff should be trained for the work and colleges should go out to the black minority communities to find out what the specific needs were.

Miss Barrow added that communication skills were a crucial area in the further education of minority groups. Verbal education was essential and intensive language courses should be provided.

These should not be approached in the same way as when dealing with young children of illiterate adults, because the language problems of black minority groups were complex.

Miss Barrow criticized the anti-discrimination legislation of the 1960s as a barrier to improved race relations. She claimed that the legislation in Britain was deteriorating because so often black people were made to feel unwelcome.

The welfare and social problems facing young blacks needed to be looked at within the further education system. Lecturers had to examine their attitudes to ethnic groups and the different cultures of minority groups should be catered for by schools and further education institutions. The culture conflict was a serious problem.

The conference, which discussed black studies in further education and specialized in-service training for teachers dealing with ethnic minority groups, is the first to link further education and the multi-racial community.

quantum beginning in 1967 also showed quite clearly how "supplementation" of university income to take account of price changes has grown in importance in recent years. Just over £7.6m in 1969 the grant for price increases other than academic salaries decreased to nearly £3.5m in 1972-73.

The position of women in all parts of the educational system remains subordinate, though there have been significant changes in the proportion of women in the student total. From just over 12 per cent in 1952, 62 the figure increased to over 30 per cent by 1972-73.

Statistics of Education, Vol. 6, Universities (HMSO, 1973).

Pace eases on London reform Bill

by Laura Kaufman

London University has almost certainly abandoned its plans to submit to Parliament this autumn a private Bill which would enable it to reform its constitution.

A senate debate is to take place on the issue of the proposed Bill next Wednesday—a most exceptional occurrence since the last full-scale senate debate was during the student troubles of 1968.

The main aim of the Bill would be to free the university from the control of the University of London Act, 1926. This would enable the university to make the vice-chancellor the full-time salaried academic and administrative head of the university with a possible term of office of eight years and make the principal responsible to him.

Last Friday the university's consultative committee, which represents all academic interests including all the heads of colleges, recommended to senate that it should consider the timing of the proposed Bill and that there should be a debate on the timing.

Mr Peter Griffiths, secretary of the consultative committee, said the committee had been divided over the timing but had endorsed its aims. "It was recommended that the senate circulate the draft Bill to the colleges. No final decision will take place until October, after they have been consulted."

There is a movement among some of the major colleges to secure a moratorium on the Bill at least for this session in order to allow time for internal debate and discussion. It is now obvious from the time-table of the senate debate and the university's plans for consultation that a Bill will not be submitted this autumn.

'Make up minds on use of computers'

If educationalists did not themselves decide how computers should be used, then the computing industry would do it for them, Mr Richard Hooper, director of the National Development Programme for Computer Assisted Learning, warned last week.

Mr Hooper was presenting the first public report, Two Years On, of the £2.5m government-funded programme.

It states that in the programme's second phase, particular attention will be paid to making recommendations to appropriate agencies in the public and private sector, concerning possible future levels and types of investment in computer-assisted and computer-managed learning.

The range of projects and studies underway are also described. The 17 projects at the end of 1974 involved well over 100 academic staff in some 30 different educational institutions in the United Kingdom.

Among other generalizations the report says that in the foreseeable future the main uses of computers will be for research purposes and for the teaching of computing. The use of the computer as a laboratory/teacher will develop unerringly but its use as the computer as a teaching machine remains uncertain.

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Second polytechnic appoints professor

Ulster College, the Northern Ireland Polytechnic, has appointed its first professor, only the second polytechnic in Britain to do so, the first being City Polytechnic of Central London.

Dr Donald McGloidy, professor of aeronautical engineering, is to join the polytechnic as director of studies and head of the School of Mechanical and Industrial Engineering, with the title of professor.

Lancaster sit-in students win sentence appeals

by Tim Albert

The 30 Lancaster students sentenced by a senate committee for taking part in the recent sit-in at the university have won their appeals.

In what must be seen as a serious criticism of the way that the senate has dealt with the troubles, a committee of appeals and equity under Lord Morris of Greenwich has said that the tribunal which sentenced the students was unconstitutional.

The first two propositions were upheld unanimously; the second two upheld by two votes to one.

"We are unanimously of opinion that it was not legitimate for senate on March 17 to take any action without due notice to change the nature of the first court below which students were to be charged."

"We consider that there was a real likelihood of bias as far as membership of the committee was concerned. In particular, we consider that this real likelihood existed in relation to the question of penalties to be imposed for taking part in the occupation."

On the other two questions the committee reported: "In the judgment of two of us the exclusion ordered by the senate as a penalty or at least partly as a penalty, of the principles of natural justice were infringed."

"Two of us further consider that the exclusion of students from meetings of the senate on March 17 and 18 was improper and that a resolution of March 17 setting up the disciplinary committee was invalid."

Commenting on the finding, Victor Adereth, the president of student union, said that he was pleased that the senate had accepted their assertion that senate had acted harshly.

Lecturer's unfair dismissal claim upheld

The Association of Scientific, Technical and Managerial Staffs has won its claim against University College, Swansea, that a probationary lecturer in the college department of philosophy, Mr Mike Weston, had been unfairly dismissed.

The union had claimed that the college's decision to refuse tenure to Mr Weston at the end of his three-year probationary period was taken largely on the grounds of his trade union activities, and in particular because of his presence on picket lines during a strike by postgraduate students.

An industrial tribunal, meeting in Cardiff last week, supported the union's claim of unfair dismissal. In particular, the tribunal stated that the college had been wrong to decide that he would not take part in further disruptive activities, such as the picketing of college buildings.

It is not yet known whether the college is to appeal against the decision, which is to be discussed at a meeting of its council on Monday.

After the judgment, Mr Weston said: "This decision has vindicated the claim that a 'strong trade union' is necessary in universities to protect the interests of younger members of staff."

He added that although the tribunal had not been asked to award damages or reinstatement, the possibility of making such a claim was now being discussed by the union's solicitors.

NELP governor quits over course closures

Mr David Warren Piper, head of the London University teaching methods unit, has resigned as a governor of North-East London Polytechnic in protest over the closure of the polytechnic's art and design foundation which recommended the Government to retain the foundation course system.

Dr Donald McGloidy, professor of aeronautical engineering, is to join the polytechnic as director of studies and head of the School of Mechanical and Industrial Engineering, with the title of professor.

ATCDE merger ballot gets huge 'yes' vote

The Association of Teachers in Colleges and Departments of Education has voted for a merger with the Association of Teachers in Technical Institutions by 3,119 to 567.

More than 350 ballot papers were declared invalid when members failed to sign their names as required by the envelopes in which they had to be returned.

But this week Mr Kenneth Bell, general secretary of the ATCDE, said that the union's members' vote was as high as anticipated. ATCDE members will vote on the merger in October.

Unexpected support for Government pay policy

The national council of the Association of Teachers in Technical Institutions has decided by a majority of nine to one to endorse the Government's pay policy.

At a meeting last week held in London, the council, which is made up of representatives of the ATIT's constituent unions, supported the Government's pay policy.

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Next week

Philip Thody on Roland Dickenson, A. F. Trotman-Dickenson and the growth of knowledge.

The London Business School: ten years on.

Tim Albert on WEA in Aberdeen: A Level and After.

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Close some universities to protect the cream, v-c says

July 18, 1975. No. 195

by David Walker

A senior vice-chancellor broke ranks last week and suggested that a number of new universities and polytechnics might have to be closed in order to preserve a few quality institutions and centres of excellence.

Dr Robert Hunter, vice-chancellor of Birmingham University, called for "special treatment" for the few elite universities of Birmingham, Leeds, Liverpool and Manchester to maintain their unique position in research and advanced degree courses.

In a week of major speeches defending universities against the Government by Mr Jo Grimond MP, chancellor of Kent University, and Mr Norman St John-Stevens, MP, the Opposition spokesman on education, Dr Hunter's remarks stood out.

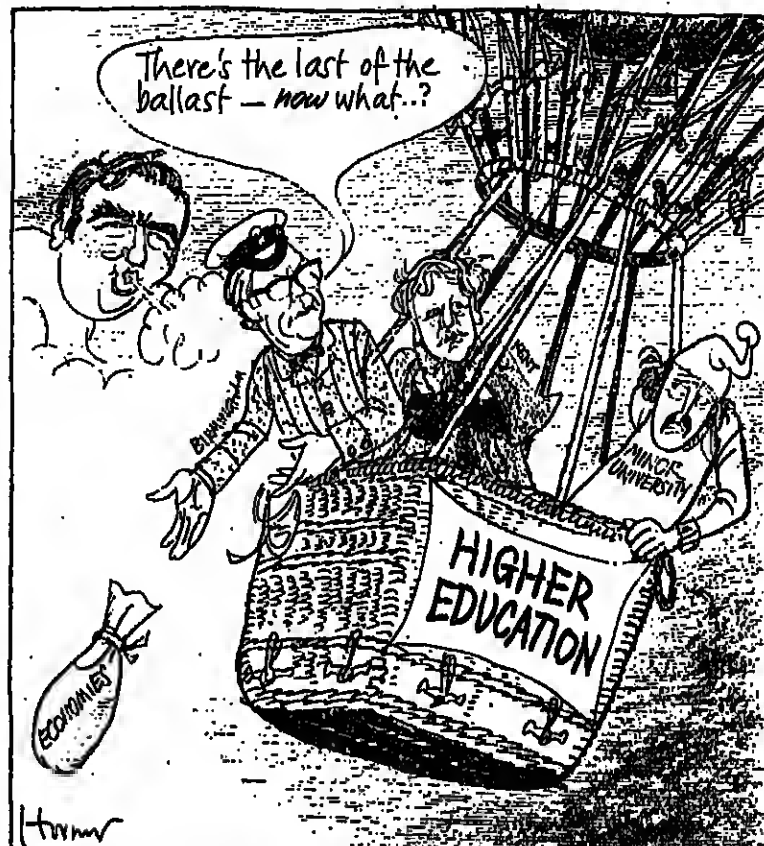
They marked a significant break from the views of both the University Grants Committee and the Committee of Vice-Chancellors and Principals.

Dr Hunter, chairman of the CVCP and vice-chancellor of Manchester University, told The Times that it was absolutely contrary to the needs of higher education to close any university or polytechnic. In October there would be nearly 10,000 more students than in 1974 and 17,000 more than in October, 1973.

Despite a hint by Mr Grimond that he, too, saw the need for "one or two" universities to be closed, sources in the UGC and the CVCP were adamant that there was no "emerging conventional wisdom" on this question.

The UGC is understood to consider Dr Hunter's view too simple. In hard times the way to maximize the service given to students is not thought to be closure, which would entail the loss of high quality places outside the picking-order implicitly suggested by Dr Hunter.

His fellow vice-chancellors do not feel his sense of urgency. Mr T. C. Thomas, vice-chancellor of Liverpool University, said that things had not got to the point where new universities had to be closed or one institution helped at another's expense. It is understood that any attempt to apply Dr Hunter's calculations to the Scottish universities would be fiercely resisted, particularly during



the present period of uncertainty over devolution.

Speaking as vice-chancellor of Manchester University, Sir Arthur Armitage said his institution was not seeking any special treatment.

The idea of a pecking order was touched on, too, by Professor Asa Briggs, vice-chancellor of Sussex, who told graduates on Tuesday that as the first of the new universities Sussex could claim, with its international reputation, to be a centre of excellence and a centre of innovation.

Mr Grimond and Mr St John-Stevens joined Dr Hunter in a scathing attack on the policies pursued by the present Government. Both recommended that the universities should protect themselves against

'I didn't mean it', says Crowther-Hunt

by Alan Cane

Lord Crowther-Hunt, minister of state overseeing higher education, this week denied that he set out deliberately to attack the universities in a speech delivered to the annual conference of the British Society for Health Association.

He explained that newspaper reports of his comments on bad lectures, poor construction of courses and bewildered students had missed the point. He was not casting doubt on the quality of the universities, but questioning whether they were yet doing enough to prepare for the increase in student numbers he was taking place up to the year 2000 and beyond.

He was not arguing that more had to be done, he said, but that more would mean different and he did not see enough signs that the universities were making changes fast enough.

He disavowed any remarks about the quality of lectures, saying that he was not making a judgement on the quality of the universities, but questioning whether they were yet doing enough to prepare for the increase in student numbers he was taking place up to the year 2000 and beyond.

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Lecturers must work harder, Mulley warns in cuts speech

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A tightening up of some staff/student ratios in universities, colleges and polytechnics was predicted this week by Mr Mulley in his first major speech since becoming Secretary of State for Education and Science.

Addressing the Council of Local Education Authorities' conference in Cardiff on Wednesday, he said that the provision of both buildings and staff had far outstripped student demand in some subject areas.

There is certainly room for some further expansion of numbers without substantial additional expenditure. This must mean a tightening in some staff ratios, a more intensive use of some premises and some falling in unit costs in real terms.

Mr Mulley added: "Failure to control inflation would mean massive and indiscriminate cuts in public expenditure with crippling damage to the social services. This must not happen and I am certainly not willing to preside over the crippling of the education service."

But quite clearly it is totally unrealistic to suppose that public expenditure, central or local government, can continue to grow at a faster rate than the GNP or that we can indefinitely continue to finance up to 20 per cent of public expenditure by borrowing.

On priorities, Mr Mulley said it was clear that when things were difficult, education for children of the compulsory age ought to be protected. After this there was the period, which for most pupils marked the transition from education to work—from 16 to 19.

"I hope that within the resources available we shall be able to devote more attention both to the education facilities open to them, whether at school or in further education, and to the guidance and counselling services."

The message from the current situation was two-fold, he declared. Maximum value should be sought for every pound that was spent and priorities in education had to be set right.

Universities exempt from Land Bill

Universities and colleges are to be exempt from the Government's new Land Bill, Mr John Silkin, Minister for Planning and Local Government, announced on Tuesday.

The committee of vice-chancellors and principals said they were pleased that the Government had responded to their representation, made on behalf of the universities, when, in turn, would be pleased with its outcome.

New SSRC secretary appointed

The new secretary of the Social Science Research Council is to be Dr Cyril Smith, a lecturer at the Civil Service College, Dr Smith, who takes up his position in October, was chairman of the British Sociological Association last year.

THES circulation rises

The average weekly circulation of The Times Higher Education Supplement from January to June this year was 19,865, compared with 18,753 in 1974, an increase of 1,107 copies a week. The average weekly circulation in June was 19,750, compared with 18,051 last year, an increase of 1,699.

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Government to cut its support for Cranfield

by Alan Cane

Government finance for Cranfield Institute of Technology is to decline over the next three years. Its triennial recurrent award has been announced as—1975/76: £3,023m, 1976/77: £2,905m and 1977/78: £2,860m.

The figures are at mid 1975-76 prices and the Government has warned the institute that while the figure for the first year is certain, the second and third year figures are to be regarded as maximum sums, liable to reduction by any Government cuts in public expenditure. Supplementation will be given as in the past.

Cranfield is a unique feature of British higher education. It is wholly postgraduate and it is funded directly by the Department of Education and Science on a triennial basis rather than through the University Grants Committee.

The Cranfield Report, the institute's newsletter, says: "The grant is based on a growth in 750 long course students and 240 full-time equivalent short course students by 1977/78. In awarding it, the DES has asked the institute to aim at a staff: student ratio of 1:6 compared with the present level of just under 1:5."

In 1973-74 there were 560 full-time students and the DES grant was £3,489m. Of the total income in 1973-74, £1,143m or 24 per cent came from research grants and contracts from industry and industrial departments.

In making the triennial award, the Government has made it clear to Cranfield that it expects the institute to find a larger proportion of its funds from industrial and other research work and consultancies.

The newsletter says: "The department has suggested that the institute should be reduced by two-thirds and that charges on short courses and research be progressively increased so that short course income represents at least two-thirds of their economic cost while the full cost of research for industrial sponsors be recovered from these sponsors."

Senior university administrators



Cranfield: progressive cuts ahead.

were puzzled this week that Cranfield had been allowed a three-year forward look to assist with planning while other universities were living from year to year.

There were also forebodings that Cranfield's declining grant is an indication of what the other universities might expect when Government decisions on higher education expenditure cuts are known.

Cranfield is, however, a special case. It has long wanted to make itself as independent of Government support as feasible and has been building up its research and consul-

tancy work at an average rate of 15 per cent a year. Second, as a wholly postgraduate institute, Cranfield is vulnerable to changes in Government opinion about numbers and costs of postgraduates.

At present the institute's income from research and short courses is about 40 per cent of its total recurrent income. In its annual report published earlier this year, it expressed anxiety about research council grants which did not cover overhead costs. Too many such projects would mean that the institute outgrew its available resources.

Repayable, voluntary grants system proposed

The present system of student maintenance grants should be replaced by a repayable, voluntary system, according to a report by the Department of Education and Science.

Mr Richard Layard, director of the London School of Economics unit for research into the economics of higher education, made this suggestion in a recent radio programme, *Analysis*, called "University Challenge".

Mr Layard said taxpayers might be resenting paying large maintenance grants and tuition to universities who were on the whole more talented and likely to make higher lifetime incomes than the average taxpayer.

He had always been in favour of a higher proportion of students going to university after some experience of life, particularly in the arts and social sciences. But older people came into the universities an issue dodged by a whole generation of governments, students would have to be faced.

If someone in his thirties, wife and children, was going to university, he would need a student living not provided by the state, but by the student himself.

Mr Layard suggested: "Key educational grants as we have known them, of course their redoubt will be eroded by inflation, but they will be replaced by a new form of conditional grants where the student for each hundred pounds he took, and he could choose to use it in a number of ways, but one quarter of it would be in the form of income tax."

This would benefit every student, because they could use their standards of living. It would be a new way of paying taxpayers.

'House a student' drive launched

Students at Newcastle Polytechnic have launched a campaign to "House a Student" to combat student housing problems.

During the past two weeks, the campaign has been pushing the message that if a student is in need of a room, the university should be able to find one.

The campaign has been supported by the university's student union, which has been organising a series of events to raise awareness of the problem.

Mr Howard Lyon, the accommodation officer, who is also a member of the National Association of Accommodation and Welfare Officers, said that the association was interested in the idea of a national level.

The idea came from HMO (hostel management organisation) students, together with the idea of a national level.

Mr Peter Fowler, secretary of the Association of Teachers in Colleges and Departments of Education, said the association had been co-operating for many years with the effect of geography on the chances of students at many institutions getting good honours BEd degrees.

Included in the review, to be carried out by the Committee of Nominated Teachers during the fourth year of the BEd course, are comparisons with other university degrees.

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University closures proposed

The precarious financial situation of the universities was highlighted in speeches by three eminent figures this week. Dr Robert Hunter and Mr Jo

Grinmond both warned that some might have to be closed. Mr Norman St John-Stevens feared this Government would bankrupt them. David Walker reports.

'Preserve some quality'

Some of the new universities and polytechnics might have to be closed in order to preserve a few "quality institutions", Dr Robert Hunter, vice-chancellor of Birmingham University said.

Making an unashamed plea for the special recognition of the great universities of Birmingham, Leeds, Liverpool and Manchester, Dr Hunter warned that the country's economic recovery was jeopardized by the educational policy of spreading grants and resources across the board.

"We have earned, and in the national interest deserve, special treatment in the way of provision of staff and resources," he said.

"This is elitism against the current of vote-catching egalitarianism. I know someone will have to do without to make it possible, but the decision has to be made and made soon — are we going to have a few centres of excellence among the institutions of higher education?"

Speaking at a dinner for Birmingham graduates, Dr Hunter combined his special pleading on behalf of Birmingham University with an attack on several strands in the education policy of the present government, including the devaluation of the University Grants Committee and Lord Crowthier-Hunt's emphasis on pure science courses.

One of Birmingham's major problems was overcrowding. Despite

recent building the university would have to build more halls and student flats and numbers of students would have to be restricted to those it could provide for. He asked whether the Birmingham Polytechnic would do the same.

Research was threatened in all the major civil universities with what he called their unique provision for advanced degree courses and research. Dr Hunter cited research work at Birmingham on sonar that had made North Sea oil exploration possible.

"No one foresaw the exact application of this research when it started. Some of the 'practical' men and women of town hall and Whitehall think this kind of research is dangerous or wasteful or that the moon rock on which we are doing fundamental research about the structure of the moon is of no practical value. Not today — but what of tomorrow?"

"The great cities of Manchester, Leeds and Liverpool have a similar situation in ours. We are expensive universities with facilities and resources carefully garnered over the years," he warned, "not only for defence and industry but to serve this country in the way we think best."

"I must tell you that we are now beginning to consume the seed corn. A decade could see this institution reduced to the level of being unable to discharge its research function... unable even to maintain its



Dr Robert Hunter

specialized training and research services to British industry."

Birmingham and others were not like the new colleges and polytechnics which had sufficient income of their own to be able to weather the attempt to wreck them, and they needed special protection.

Dr Hunter hinted that some of the undertakings given by the Government in the early 1960s about the UGC and the block grant principle had been jettisoned.

"The climate of the UGC has substantially changed, and although I think everyone would accept that those at present concerned, and particularly Sir Frederick Dainton, chairman of the UGC, sincerely try to do their best, they do so under what may be almost impossible circumstances."

In recent years one of the universities' bulwarks, in the block grant principles, had been significantly weakened with possibly more detrimental changes to come in the future.

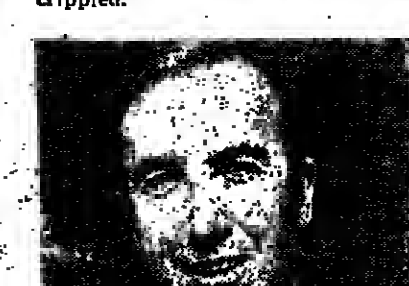


Mr Jo Grinmond

The number of universities may need to be reduced according to Mr Jo Grinmond, the Liberal MP, who is chancellor of Kent University.

In a series of speeches to different batches of graduates at Kent last Saturday Mr Grinmond said there was nothing sacrosanct about the existing number of universities though he made it clear that the universities would have to set their own house in order and resist outside pressures from civil servants and others.

Mr Grinmond began his first speech by saying that the universities were in a difficult position. Those well intended liberals who stood aside while institutions were crippled.



Mr Norman St John-Stevens

The Conservative Party is unrepentantly and unreservedly pro-university, Mr Norman St John-Stevens, Opposition Spokesman on Education, said on Tuesday.

He said the perennial values of university freedom and independence had to be protected no matter how deep Britain's economic crisis.

In a resounding attack on the cuts in university expenditure made by the Labour Government Mr St John-Stevens said that since Conservative government would restore a proper system of supplementation for rising prices and respect the quinquennial planning of the University Grants Committee.

"The policy of the Conservative Party on the universities is clear," he said. "We cherish and esteem

'Present numbers not sacred'

But at the same time the universities themselves had to be a little introspective and recover their proper base. These were the freedom from control by governments and bureaucracies and the pursuit of excellence. Universities had to fight misguided attempts to reduce them to a most common denominator.

"Universities are not ivory towers. I detect in some quarters an attempt to divide higher education into theoretical and practical. The practical would be polytechnics. This is the obvious fact that universities are the main centre of medical and engineering research, not to mention other practical faculties."

Mr Grinmond had a special word for the civil service. He warned of the greater danger of the university being sucked into it. If academics' salaries were assimilated to the civil service they might find themselves under its control.

Further, he suspected there is going to be a revolt against the quite unjustifiable situation which the Civil Service had achieved. It is really absurd that they have

retained complete security, freedom from criticism, non-contributory rates indexed to inflation and pension of pay above those in other European civil services."

Universities ought to take more control of their own salaries and perks and allow a degree of variation to get in. Everything, Mr Grinmond said, was becoming too centralized and uniform. Individuality was being lost.

"We can see the chain of events all too well. The control authorities, ministers and civil servants will say that university education is something of a luxury. They will have to believe, though I suspect against a great deal of evidence, that polytechnics are cheaper. However, they will graciously dispense some more funds to the universities, but only at the price of getting their hands more directly upon them."

Mr Grinmond concluded that the universities had to do much more to mobilize the influential body of opinion outside their walls which was more and more concerned with their future.

'Protect freedom, autonomy'

"They have served the nation well: the employment by industry and commerce of university graduates and the wide consultant function of university teachers is testimony to the fact that universities are relevant to the needs of the outside world and, indeed, are centres for advice, information and the practical application of ideas."

Mr St John-Stevens began his speech to the National Association of Conservative Graduates with a eulogy of the British universities and of the above-quoted conclusion between them and the Conservative Party.

"Our universities have given us the best first degree in the world, and one that can be achieved in the shortest time. The wastage rate of students is among the lowest in the world. Over the past decades the universities have carried through a massive expansion without any lowering of standards."

Nevertheless, the universities had some responsibility to those who could not get into them. He talked about making more use of the university of the off-end-of greater scope for starting staff and facilities between universities and polytechnics.

He accepted that cuts in spending

were necessary while criticizing heavily the way the Labour Government had gone about them. He said cuts ought to be evenly distributed with the universities making their share of sacrifices but no more than a fair one.

Lord Crowthier-Hunt and the Labour Government had used the hatchet, attacking university autonomy and their right to offer the courses they thought fit.

"Lord Crowthier-Hunt's proposals for morrow planning in higher education are utterly antipathetic to the ideal and to the reality of the universities," he said. "The universities are not a luxury, but the truth is so often that today's relevance is tomorrow's irrelevance."

The Government seemed intent on bankrupting the universities, expecting them to meet ever increasing prices without a supplementary grant. This would mean the essential element of stability for forward planning.

University teachers were discriminated against so that a lecturer got between £600 and £1,000 less than his equivalent in a polytechnic. Mr St John-Stevens said he had long advocated equal pay for equal work but the present policy was rank discrimination.

County verdict threatens Hereford cuts

by David Hencke

Hereford College of Education now looks likely to lose all its teacher training places by 1979, after the chairman of the United Kingdom Council for Overseas Student Affairs, said at its annual conference in London this week.

Government departments were willing to help UKCOSA, but little progress could be made without specific support from one minister. "We cannot really make much progress until we can get the Government to real desire to do something about overseas students. This might well be expressed by the appointment of a minister who would make this his special interest and accept the public role as champion for overseas students."

The present climate was unfavourable to such a suggestion, he said. "All over the country is brewing up a spirit of national hostility to students, and still more to foreign students. People do not perceive the advantages overseas students bring us, and our cause is a difficult one to sell in a few words."

On the question of the fee differential for overseas students, he said that while there was discrimination in the country, UKCOSA's job was to address itself to its particular concerns and apply government pressure in that area.

Mr Trevor Phillips, a delegate from the National Union of Students, maintained that discrimination in fees was helping the wealthier countries at the expense of the less well off.

Mr John Grant, parliamentary under secretary at the Ministry of Overseas Development, reaffirmed the ODM's policy to help the poorest countries, and also those most affected by rapid price rises in vital materials such as oil.

The proportion of overseas students in the country was 10 per cent of the student body, which was higher than in almost any other country, he said. There are 100,000 overseas students here at present.

While this brought problems, increased students brought advantages in that they helped our institutions "to maintain their excellence and their worldwide view."

Open University degree costs

The costs of taking Open University degrees were wrongly stated in article "Attractive to the children of workers" (THESE July 4).

The latest analysis shows that to 1965 it cost £42 to take the cheapest form of ordinary degree and £752 to take an ordinary science or technology degree. It cost £581 to take the cheapest form of honours degree and £1,076 to take an honours degree in science or technology.

The OU survey research department reports evidence that cost is a severe disincentive to potential working class students.

Commission on Edinburgh's role established

Mr Gordon Brown, rector of Edinburgh University, announced last week that an independent commission would be set up to examine the responsibilities, accountability and government of the university in relation to present and future local, regional and national educational requirements and community needs.

The commission is to be chaired by Councillor George Foulkes, director of Age Concern, Scotland, chairman of Lothian regional education committee and of the education committee of the Convention of Scottish Local Authorities. Members will include Mr John Pollock, general secretary of the Educational Institute of Scotland, and two MPA Mrs Margaret Bain (Scottish National Party, East Dumbartonshire) and Mr Dennis Canavan (Labour, West Dumbartonshire).

Frozen within the university there will be one nominee from each of ASTMS, AUT, NALGO and NUPE, and two from the General Assembly of Academic Staff. Participation of the AUT and GAA is still to be confirmed. The rector will be a member.

The general council of the university has nominated Dr R. A. Well, chemistry department.

Mr Brown said the commission would make its report in October. "This would allow us to present an observation on the draft ordinance on the constitution of the court in time for the court's November meeting."

In preparing their submission to the constitution and structure committee, set up by the court, Mr Brown and the students' representatives proposals which went much further than those of that committee, and those those adopted for this draft ordinance.

Honorary degree for Times chairman

Mr Denis Hamilton, chairman and editor-in-chief of *The Times* Newspapers Ltd, was awarded an honorary degree of doctor of letters by Southampton University last Friday.

Mr Hamilton was also awarded by Professor Sir Claus Moser, director of the Central Socialistic Office and chairman of the Board of directors of the Royal Opera House, Covent Garden; Dr Manfred Lacroix, president of the International Court of Justice; The Hague and Miss Olive Kimber, treasurer of the University of Southampton Society. The degrees were conferred by Sir Eric Roll, chancellor of the university.

Presenting Hamilton for his degree, Professor J. S. Bromley, of the history department, said that the five newspapers published by *The Times* Newspapers Limited must now account for a third of all serious book reviews.

'Disastrous' to change medical training without extra funds

It could be disastrous if changes in medical education, made necessary by implementing the Morrison report, were rushed through without adequate extra finance, a senior medical educationist said in London this week.

Speaking to a specially arranged conference of the Association for the Study of Science Education, Dr J. P. N. Mounsey, provost of the Welsh National School of Medicine, said the changes would require considerable extra finance which would have to be provided by the University Grants Committee and the Department of Health and Social Security.

He thought it was ironic to be discussing such expensive changes in the middle of a severe financial crisis. In particular, he believed it more important to improve the quality of the existing pre-registration year than to introduce the "graduate clinical training" proposed by Morrison.

The committee chaired by Dr Alex Morrison, vice-chancellor of Bristol University, published its report on the regulation of the medical profession earlier this year. While not specifically concerned with medical education, its proposals for the reform of the General Medical Council, if adopted, would inevitably mean far-reaching changes in the education of doctors, costing money and requiring extra teachers.

In particular it proposed that undergraduate training for doctors should be shortened by a year and, in exchange, graduate clinical training should be lengthened.

Dr Mounsey argued that the introduction of these changes would have serious consequences for undergraduate medical education. He warned that a shorter undergraduate training period, with the present staffing situation in the medical schools, could lead to lowered standards.

He also pointed out that there was already a shortage of posts for students taking pre-registration training; the introduction of graduate clinical training would mean finding twice as many and there were dangers of a log jam of graduates waiting for suitable posts.

Dr Morrison, opening the conference, emphasized the importance of the proposed education committee of the General Medical Council.

It alone would look after the education of doctors as a whole and it would be composed of six representatives of the university medical schools, six representatives of the Royal Colleges and six representatives of the elected members of the reformed GMC.

Everybody at the conference was aware of the problems of resource shortage. Dr Morrison argued that the resources required were easily found if the benefits obtained were difficult to measure.

He was cynical about arguments put forward by economists whose intervention he felt had had negative effects.

DES backs down on closing poly teacher training

by David Hencke

The Department of Education and Science has abandoned its plans to close the introduction of initial teacher training at Huddersfield Polytechnic in the face of opposition from Kirklees Metropolitan Authority.

A letter from the DES to the authority says that Mr Mulley, Secretary of State for Education, has overruled a plan to end teacher training at the polytechnic by 1978 and has substituted a scheme to keep 300 of the existing 410 teacher places.

The original proposals by the DES were severely criticized by the local authority and the polytechnic. Mr Ernest Butcher, director of educational services at Kirklees, wrote to the DES correcting figures issued by the department about the college and challenging the DES case for closure.

The department's letter, signed by Mr Hugh Harding, a DES official, concedes that "after studying the observations made and the further information supplied by the director of education, the Secretary of State has concluded that he would not be justified in pursuing the proposal further."

The polytechnic has recently received approval for the Council for National Academic Awards for a new degree in science and education to train science teachers who, in spite of unemployment among qualified teachers, are still in short supply.

Mr Mulley, in a letter to the authority, said that the department was aware of the problems of resource shortage. Dr Morrison argued that the resources required were easily found if the benefits obtained were difficult to measure.

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Still no sign of detailed reply to year-old report on postgraduates

by Alan Ward

The Government was unable to make a detailed reply to the recommendations of the Expenditure Committee on postgraduate education and maintenance allowances for 16 to 18-year-olds. During the Commons debate on the committee's report, Miss Joan Lester, under-secretary for education and science, confessed to being unable to give any idea when a reply would be published, even though the report was published in January, 1974.

Miss Lester said she accepted the need to ensure that students and their families received the support they needed in the full advantage of educational opportunities. That was important.

A new approach could only be studied primarily in the wider context of family support through the social services, perhaps in the relationship between educational benefits and the new child benefit arrangements. The Government intended to do that. It would reply to the committee's report in a White Paper as soon as it could.

The Expenditure Committee recommendations on postgraduate education covered not just the DES but all sorts of bodies working in postgraduate education. Many of these bodies had commented on the report and their comments would be taken into account when the Government was in a position to make its views known.

The Expenditure Committee report, she said, made three main criticisms of the present system: it found that the rate and pattern of growth in postgraduate education had been sufficiently controlled; it proposed that it should be shaped not by student demand alone but principally by the needs of the economy and society, with much more emphasis being given to postgraduate education; it also proposed that the system of student support should be radically changed to encourage the reshaping of postgraduate education.

There was a great deal in the report's account of the purpose of

postgraduate education with which the Government would not disagree. It was the Government's policy, as it had been under successive Governments, that whereas in undergraduate education places were provided for those who were willing and qualified to take them up, at the postgraduate level provisions were more limited.

The amount of finance available to support students was limited by the department in the quinquennial settlement, by the UGC in their allocations to universities and by the judgments which universities made of their priorities.

Although all this might result in a slower response to external change than the report thought desirable, she did not think overall that it could be regarded as an uncontrolled system.

In the responsiveness to the needs of society and the economy there was a fundamental problem whose importance, she felt, the committee had underestimated. The Government accepted that the social need was one of the main factors to be taken into account in the dual system for university postgraduate education which the committee wished to be retained—support by the UGC and the research councils.

On the suggested radical restructuring of the system of student support, Miss Lester said she found the report a little difficult to follow because it was clear that even if some tightening up of the system of control were desirable, there were a good many ways of achieving it. The Government would want to be certain that the method chosen did not involve unacceptable disadvantages.

The committee had sketched out a possible radical approach calling for more rigorous central control but they would have to think carefully before contemplating a move to a system which put more control over course provision in the hands of central bodies. They would have to consider whether the change would be compatible with the existing system of higher education or whether it would have repercussions

on the UGC's relations with the universities. As for postgraduate provision in the polytechnics, it was not in the nature of the polytechnics to operate at postgraduate level on a scale fully comparable with the universities.

On educational maintenance allowances in the 16 to 18 age group, Miss Lester said the Government had a great deal of sympathy and support for many of the views expressed. It was essential to wait until the final form of the Child Benefit Bill, now before the House, could be seen.

The committee's main conclusion, that the present arrangements should be replaced by a nationally prescribed all-embracing system of allowances at mandatory levels of payment, was one that required very careful examination.

Dr Keith Hampson (Rippon), secretary of the Conservative Parliamentary Education Committee, criticized Miss Lester's remarks on the report as being "stolid and unimaginative". He said that a great deal more should be known about the costing techniques of the DES and what were the marginal costs of additional postgraduate places.

He felt that the subject of relationships with industry should be pursued and the appointment of more liaison officers considered in order to promote a contractual relationship between industry and higher education.

If we are to be caught in on economic squeeze, it is important that some of these high-powered departments which have well-qualified staff undertake this work, so that they are not kept short of money. I believe that people in our best universities should be able to rely on the fact that in the next year or so they should be able to undertake work.

Dr Hampson, speaking from the Opposition Front Bench, said he was opposed to the report's suggestion that fees should be abolished for United Kingdom students and raised for those from overseas.



Aston University's new library, which cost more than £800,000 and is room for 300,000 books, has been officially opened by Sir Joseph Hume, the university's first pro-chancellor from 1966-70. It has been in use since April and will eventually provide seating for 980 readers.

'Dynamic' college praised

by David Hencke

Cambridgeshire College of Arts and Technology, has been congratulated by the Council for National Academic Awards for its dynamism and enthusiasm in spite of unsatisfactory accommodation and facilities.

The CNA's quinquennial report said: "The college has become a dynamic and forward-looking institution in which an academic community of unique character has been established by the general very impressed by the general calibre and enthusiasm of many of the staff, their commitment to the students and the very high morale which existed, despite very unsatisfactory working conditions in many areas."

The CNAA visiting party adds it was impressed by the very harmonious relationship between the academic board and the governing body. They also noted that the academic board had decided to adopt a rolling quinquennial system of academic planning.

The report is, however, critical of the lack of accommodation, facilities and staffing in some areas. "The visiting party considered that although the library staffing establishment was satisfactory, the library accommodation was alarmingly inadequate. Not only was the space available much too small with too few study places, but it was split between four sites and the heating and lighting in the reading room was unsatisfactory."

The report notes that there are not enough staff workrooms and tutorial rooms. Student facilities were also described as inadequate.

Lord Hinton joins energy Jeremiahs

The extent of the energy crisis facing Britain was emphasized by Lord Hinton of Benslade, Chancellor of Bath University, at its recent graduation ceremony.

The state of natural resources and of the economy have been a recurring theme in graduation addresses in recent weeks. Joining Lord Hinton in strong warnings about the need for conservation was Professor J. L. King, of the department of mechanical engineering at Edinburgh University, who delivered the promotion address to graduates.

Professor King said people had forgotten that their roots lay in small self-sufficient communities living on what they themselves could produce.

Lord Hinton introduced a political note in his speech, saying his own generation was bequeathing a Britain no longer great, being exhausted most of its natural and financial resources and now forced to live on its skills.

News in brief

£2.5m extra for London students

The Inner London Education Authority is to pay an additional £2,458,000 in student grants during the next academic year because of the Government's new level of grants.

BSc in languages

A three year course leading to a BSc in organizational analysis at industrial relations is being introduced at the University of Salford next year.

Inside industry course

The University of Salford is to introduce a three-year degree course leading to a BSc in languages and English. The course pays particular attention to the language work and students will spend six months abroad.

Schools' failure criticized

Modern teaching in schools often failed to produce students with the basic knowledge and skills, according to Mr T. M. Howie, principal of Paisley College of Technology.

Welsh schools research

The College of Librarianship, Wales and Ceredigion County Council are to cooperate on a two-year research project into resource based learning in comprehensive schools.

Centre in the van

A Centre for Medical Education, claimed to be the first of its kind in the United Kingdom, will be established at the University of Dundee.

Nursery research grant

Psychologists at Keele University have been awarded a major grant of £120,000 for a study of children below school age and nursery education.

New accounting degree

Middlesex Polytechnic is to offer a new Council for National Academic Awards honours degree in accounting and finance. The new four-year sandwich degree includes a year of accounting foundation and a choice of specialized options in the fourth year.

Grandes Ecoles exchanges arranged

Five university engineering and electronics departments are taking part in student exchange schemes with French institutions this year as a result of successful exchanges last year between British universities and a group of Grandes Ecoles in Paris.

Alpha Academic

A division of Science History Publications Ltd., Halfpenny Furze, Mill Lane, Chalfont St Giles, Bucks. HP8 4NR

Don's diary

Exam time

What is it really like to be alive as an English don at Cambridge? For me, part of the answer (only part) is like this... the diary begins, I should add, after the teaching year is over, and examinations are just about to begin.

Wednesday: write a second time to state voluntarily to ask if they have received my article on Victorian prose. They asked me to write it, but I suppose they may have decided they don't like it.

Thursday: committee meeting, me in the chair... chief business really to get a decision taken about policy, before the administrators whose interest is in wrappings and regulations to take the bit between their teeth. In the storeroom next door, my tape-recorder is taping a Tollemund concert at the same hour.

Friday: find myself dining alone, at the high table in college, with a man who was a don at New College before the war, when I was an undergraduate there. Best talk for a long time, mainly about water engineering which is his thing. He tells me (he's retired) learnt somehow to fuse his subject and his recreations much more intimately than most of us can.

Monday: more marking of long essays for the degree exam in English this year. What (it makes me ask) is the study of literature about? My answer is that, first, it is about major texts which illuminate the matter of art and the powers of language; about good and evil in life and so about every dimension of the individual and also society; and about man in his environment. There are a lot of other things, like spelling and how to knock up a proper bibliography, but they don't come first.

Missing points

Tuesday: more long essays... also, writing a memorandum teasing out a regulation, and whether or not a certain student should be given a dispensation under it in view of all the circumstances. Recalled reading, some while ago, counsel's opinion supplied to the university on a petition for a special dispensation for a student who had failed an English literature exam in 1945 at last year's hands down. Now, in Cambridge, we have this contemporary literature option, a paper on modern critical thought, and a chance for candidates to write long essays on contemporary subjects. It is some little distance to have travelled.

Thursday: meeting for four hours in the afternoon. The struggle to introduce a final year special option in English literature to students at last year's hands down. Now, in Cambridge, we have this contemporary literature option, a paper on modern critical thought, and a chance for candidates to write long essays on contemporary subjects. It is some little distance to have travelled.

Friday: final marks meeting, 9.45 am to 12.30 pm with a half hour for lunch (the others had a hour but I had to go over something alone) and 10 minutes for tea. In the evening we celebrate with a Dutch treat dinner in my college. Have to leave, rather abruptly, at 11.25 pm. Someone is telling me about cousinant changes in something, but

most achievement representing their personal solidarity.

Again there was a quite effective experiment in psychological warfare carried out by a group of militant painters who sedulously painted all through lectures. Many lecturers were seriously disoriented by the sight of noised painters entering the lecture hall accompanied by their boxes, brushes and paint. One of the elements of this egg cups of water instead of ink. However, the craze for passing a collective picture from painter to painter eventually passed off and no serious critical breakthrough was made against the whole concept of lecturing.

Eventually, of course, the painters began to find paintboxes abandoned in the loos and soon great piles of used paintboxes built up into a makeshift and eloquent witness to what had been a very genuine expression of political anarchy and moral protest. It was recognized, however, that the elitist element had never been really eradicated, since many students had painted pictures which were regarded as superior to the pictures painted by the painters. One of the elements of this egg cups of water instead of ink. However, the craze for passing a collective picture from painter to painter eventually passed off and no serious critical breakthrough was made against the whole concept of lecturing.

In any case a pointer was not a person who painted but one who was employed to attack paint to the technological structures of bourgeois society, e.g. the Royal Bridge. Spreading paint around might indeed contribute to the neglected psychological dimension of revolutionary activity but it could very easily dissipate genuine revolutionary energy.

So indeed it proved. The militant and spontaneous impulse was soon administratively appropriated by the painting workshop set up by the Camden Town social services department. Many students simply used their paintboxes to create pictures which were sold for money. Others used paint to decorate their own personal property, some even resorted to a very much earlier refuge by painting for old ladies regardless of their class background.

Certainly interesting and lively experiments were made. But, as I have said, the whole exercise was nothing less than a complete issue of paintboxes to every member of the working classes could have the required effect, so long that as they did not waste them by painting the Fourth Bridge.

NA, considerations of space and safety prevent any analysis what happened when polytechnic students were issued with felt tips.

Greed gospel

Friday: lunchtime: AUT open meeting. I do not believe that withholding examination results would harm our students' interests as much as some allege; but the whole idea must not be taken as a threat to the academic profession. Some group has got to turn its back on the gospel of "More for Me Two, or I'll Break Something"; and let it lie my group.

Monday: more long essays arrive to be marked. Every day, weekends, included, I must keep up the stint, exceed it if possible. Such industry and care in so many of them; but more and more, I want to find a way to say effectively: "First of all, I have a subject that you think genuinely worth while to pose—not simply something that we shall have to give a good mark to." Trying to fit in the Arnold review (at odd moments) keeps this in my mind. In an effort to be fair, I try also to give high marks for what I myself think meticulously erudite pointlessness. Wonder if that really is fair.

Tuesday: agenda for the college staff-student committee arrives (from the student secretary) at 2.30 pm, meeting at 8.15.

Wednesday: letter from Financial Board Office. Clearly, if I do not want to pay Class 2 NIS contributions, I shall have to pay two separate grounds (in fact to discontinue form CF 359 "as a matter of urgency"). I think of the hundreds of thousands of people doing the same thing, and the thousands checking the forms over at the other end... some comic insanity somewhere.

Also, a letter from the student union saying that my article must have been lost in the post. Fortunately, I have a duplicate copy.

Mid-morning: bit of a crisis. Have to arrange for our office staff to work late on Sunday evening (and so late on Monday evening) because of a strike in the Senate House by the University of Cambridge students. You want to be exclusive and elitist. It's a municipal problem not a university one so far as I can see. There's also something else I a little dislike, which is a sense that every difficulty in life is really an opportunity for the authorities to make care of.

On the other hand, I recollect my own mid-ventures and see there could be another perspective. In those far off days, they just used to tell a young man that he ought not to be married at all. Genuine surprise and amazement when I said I didn't want, three months after getting married, to sleep in college four nights a week.

Friday: memo from the General Board Office to say that they have had to cancel a committee meeting because so many members have had to cry off for one compelling reason or another...

wrecked by ousted student demonstrators, "vandalism" and "prussian blue". The demonstrators were dressed as painters, which initially confused the proctors, and they then insisted on being treated as painters rather than as students. It was claimed that proctors only had authority over students not over painters. The impression might be given that university administrators and dons were sympathetic.

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The academic round from Matthew Arnold to home brow.

Mark time

Monday: the first examiners' marks meeting for the English BA. Fifteen of us, in the chair. Hours 9.45-10, 11.15-12, 1.15-2.15—a long day, probably too long to make sense. Each year we incorporate more information into our marks books, and of course, each year it takes us longer to make use of it.

Before the final meeting on Friday of this week, I must nurse again (it has to be done every year) the master the regulation about candidates whose colleges write in to say that they have had to prepare for the examination under some exceptional difficulty (illness, car accident, etc.). No one seems to have unfixed that, as the regulation is worded, there is one set of circumstances in which it could be very advantageous to a candidate not to have such a letter. Perhaps I'd better do another cousin's opinion to say why that is so.

Thursday: fun in returning all scripts. Nice to find that the only one where I have to admit I made a plain error was a case where a young and new examiner got the mark about deal right.

Friday: final marks meeting, 9.45 am to 12.30 pm with a half hour for lunch (the others had a hour but I had to go over something alone) and 10 minutes for tea. In the evening we celebrate with a Dutch treat dinner in my college. Have to leave, rather abruptly, at 11.25 pm. Someone is telling me about cousinant changes in something, but

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John Holloway

The author is Professor of Modern English at Cambridge University.

The issue of paintboxes: an analysis in retrospect



DAVID MARTIN

From a copy of THE THES, May, 1977.

One of the oddest features of the paintboxes issue is the fact that not a single social scientist had any intuition that in 1976 it would be the basis of a major controversy in British Universities.

One or two people did indeed speculate on what might logically follow on a demand for the universal provision of stereos and progressive toys but nobody foresaw that there would be a violent dispute of feeling about the issue of paintboxes. Indeed, two Balliol men have already claimed they drew a line

over coffee in the erstwhile Senior Common Room of the London School of Economics but they did not back their hunches in print.

In a way the case for the universal free issue of paintboxes arose as an act of both practical and symbolic propriety. There was firstly a paramount need for the children in the nurseries to have something to do, and secondly the very perception of the revolutionary role and significance of paint.

Paint had been used to some extent in the earlier revolutionary phases but students had not at that time grasped the elitist implications of being expected to supply their own materials. Students with superior financial resources had bought their own paint, so leaving the more indigent without the physical means to make their revolutionary feelings known.

The growing frustration—and passivity—of the student class did however point to the need not merely for a new revolutionary initiative but for serious attempts to create the conditions under which everybody could express their militancy. Hence the demand for universal free paint.

One further factor was a deepening realization of the political significance of colour. It was precisely this aspect that gave rise to some of the nastiest incidents in the whole campaign. The university authorities acted in a quite odd, less provocative manner by issuing paintboxes containing orange and prussian blue. The new mural depicted incidents at the Oxford DD degree ceremony for Henry Brandt, arose almost directly out of this mishandling of politically sensitive relations to the paintbox issue. The degree ceremony was entirely

Oil jobs yet to make impact

An increasing number of Aberdeen University graduates were being employed in Scotland, according to new figures from its careers service.

The proportion of graduates going into industry has risen, but few jobs seem to have been created in oil. Recent figures from Stirling University confirm the general United Kingdom trend away from teaching, which is also apparent at Aberdeen.

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Mr Mulley gives breakdown of graduate employment

A breakdown of the number of graduates entering industry, commerce, education and the public service (including HM Services) in recent years was given in a Commons reply by Mr Fred Mulley, Secretary of State for Education and Science.

He explained that the figures related to home and overseas students who had entered the United Kingdom from universities in the United Kingdom and who were known to have gained permanent employment in the United Kingdom between graduation and December 31 of the same year.

Of some 32,000 graduating in 1972-74, not known to have gained permanent employment to the United Kingdom at the deadline of 6,100 was unknown, 17,600 were undertaking further education or training and the remainder comprised smaller groups including those going overseas and those in temporary employment or unemployed.

Particulars for students of medical, dental, veterinary and other health professions were not included.

Particulars for students of medical, dental, veterinary and other health professions were not included.

| Gained permanent home (UK) employment | | | | | | | |
|---------------------------------------|----------|----------|-----------|--------------------------------------|------------|--------|------------------|
| Year | Industry | Commerce | Education | Public Service (including HM Forces) | All others | Total | Total graduating |
| 1968-69 | | | | | | | |
| Number | 9,129 | 2,524 | 1,775 | 2,703 | 1,578 | 17,709 | 46,043 |
| Percentage | 51.3 | 14.3 | 10.0 | 15.3 | 8.9 | 100.0 | |
| 1969-70 | | | | | | | |
| Number | 8,404 | 2,615 | 1,781 | 3,221 | 1,538 | 17,559 | 48,583 |
| Percentage | 48.8 | 14.6 | 9.9 | 17.9 | 8.6 | 100.0 | |
| 1970-71 | | | | | | | |
| Number | 7,747 | 2,815 | 2,016 | 3,358 | 1,414 | 17,350 | 50,551 |
| Percentage | 44.8 | 17.1 | 11.8 | 19.2 | 8.3 | 100.0 | |
| 1971-72 | | | | | | | |
| Number | 6,637 | 3,493 | 1,688 | 4,194 | 1,640 | 17,617 | 51,930 |
| Percentage | 37.7 | 19.8 | 9.4 | 23.8 | 9.3 | 100.0 | |
| 1972-73 | | | | | | | |
| Number | 5,081 | 3,918 | 1,474 | 4,187 | 1,890 | 19,560 | 52,448 |
| Percentage | 26.5 | 20.0 | 7.5 | 21.8 | 9.7 | 100.0 | |
| 1973-74 | | | | | | | |
| Number | 5,439 | 3,662 | 1,827 | 5,107 | 1,974 | 21,026 | 53,553 |
| Percentage | 26.0 | 18.4 | 7.3 | 24.3 | 9.4 | 100.0 | |
| * Provisional figure | | | | | | | |

Temples of the muses also need money

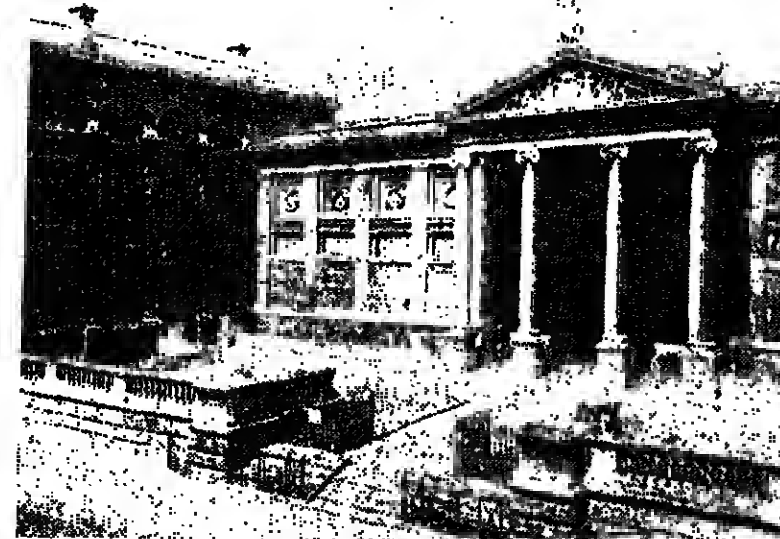
The Oxford Dictionary describes museums as "buildings for the storage and exhibition of objects", and explains that the word originates in the Greek *mousaion*, temple of the Muses. By that definition the museum I look after is the quintessence of museums; it looks like a temple, and is a place where immensely large numbers of objects are stored.

When you have spent much of your life dedicating in one temple or another, devoted to this mysterious cult, it has to be admitted that the idea of a museum does not command much public sympathy.

At all events, most local authority museums are now grouped as recreational, not educational facilities. I hope you think, as I do, that that is wrong. For the whole museum structure in this country—the British Museum, the National Gallery and the university museums are unique exceptions—was the conscious product of an industrial society, and was based upon the theory that museums were places in which works of art were put to social use.

One wishes that we could recapture something of the optimism with which they were spawned in the nineteenth century. They were not funded privately like so many museums in the United States; they resulted from civic enterprise, and they are still dependent largely on civic support. I think I should not be pitching it too high, if I said that those people who care about museums in this country outside London regard the situation that confronts them with something like despair.

As little as five years ago the staffs of regional museums could look forward, not exactly to an affluent future, but to a future which might be more productive and less fettered than their recent past. There was a genuine (if not professed) concern, on the part of the minister responsible, that standards in regional museums should be not merely maintained but raised, and a determination to end the period when metropolitan museums had a monopoly of privilege. And as a proof of this, a sum was made available, through the museum's predicament, for supporting regional museums purchases. The sum



The Ashmolean Museum, Oxford: what museums throughout the country need is practical encouragement.

Involved was small, but it was used—by end large—extremely well, and as a result in this one area of purchasing, regional museums could once more breathe.

It seemed logical that that very uncontentious system should be extended, and that an annual sum—not a large one, less than half a million pounds—should be made available for the reconditioning of old-fashioned exhibition galleries on the same basis as the purchase grant, a 50 per cent grant with a matching local contribution. Had that been done, how greatly the usefulness of regional museums might have been increased.

It seemed even that a longer term commitment might be made to take the one step that would finally break down the barrier between museums in and outside London: the ragged, as national museums of a few large museums outside the metropolitan area. Instead, yet another committee was set up to investigate the matter of regional museums, and in due course it issued a report. It did not crystallize the problem; it left them just a little bit less well defined than they had been before. And it was succeeded by years of inertia, in which practically nothing was achieved.

I don't want to suggest that financial difficulties are confined to museums in this country. As the ambassador will know, many great civic museums in the United States are short of funds, and have difficulty in paying guards and in maintaining their collections. Their embarrasments are real enough, but they are, for a variety of reasons, less serious than the predicament that faces our museums. For one thing American

museums enjoy greater community support and pay bigger social dividends. And very many of them, by tradition, are resistant to the principle of federal support. But no such inhibitions exist here. It would, indeed, be quite unreasonable to expect larger private contributions, larger corporate contributions, larger civic contributions, in face of governmental apathy.

What local museums need throughout this country is practical encouragement, a continuing long-term programme that will provide some promise of a better future and some recognition of what they can contribute to the world in which we live. And it is here that the activities of National Heritage are of real consequence. It is a lobby, and lobbies can achieve extraordinary things.

If the problem of our museums is just a little less covered over than it was three years ago, it is their advocacy that is responsible. They have embarked upon the task of enlisting support from industry for small, underfunded museums. And through the prize that is to be awarded here, they have provided an incentive for the efforts of small museums to raise their standards and modernize their services.

So it seems to me that National Heritage deserves the support of all of us, and that the mandatory reason for endorsing it is not compassion or sentiment, but the belief that in this field official policy has for some years been badly out of gear.

Sir John, Director of the British Museum, delivered this speech at a lunch given by the Illustrated London News at which the annual museum awards were presented.

Workers' education is alive and well and flourishing in Aberdeen

The Workers Education Association in Scotland has been criticized as an inappropriate transplant from the south. Yet in the north of Scotland, one of the three Scottish districts, there is talk of a WEA revival. Just how true is that?

The district was founded in 1947. It has one constituent branch at Aberdeen, and another 12 miles south at Stonehaven. It is run by a committee of 14, whose members are drawn from a council of 120. For many years its work consisted almost entirely of evening classes and lectures.

Last year George Brown, secretary for 18 years, retired and was succeeded by Peter Stubbings, a 28-year-old Englishman who worked in adult education in Cambridge before moving up to Aberdeen originally as the tutor organizer. The present tutor organizer is 22-year-old Joan Aitken, and there is an administrator and a clerical assistant.

The chairman is a university lecturer, the vice-chairman a retired schoolteacher, and the treasurer a Labour councillor. Last year there were 2,594 enrolments, and this year the estimated operating budget is £20,000, most of which will come from the Scottish education office and local authorities. The district headquarters are in an Aberdeen shopping centre.

Just over half the district's activities are typical of a WEA branch, like conventional lecture courses given mainly by university lecturers in 50 centres ranging from Aberdeen down to Caterline (population 120). They range from environmental studies to welfare rights, and there is a growing interest in Scottish subjects, such as language and history. About 80 per cent of these courses take place within a radius of 40 miles from Aberdeen.

The second traditional component is industrial work. This includes training courses on subjects ranging from health and safety at work to the social contract, given either on a weekend or day release basis, and are run in the factories or in local hotels.

However, Peter Stubbings emphasizes that most of their work over the past year has been innovative. He cites courses on welfare rights for local authority social workers, and one-off sessions on the rights of various groups such as pensioners and disabled people.

In Perth there is a housing rights course, and a local lecture takes a discussion session in the local mental health once a week. In Aberdeen, there is a discussion group of disabled and able-bodied people, and a staff-member of a lodging house is giving residents a course in local history. Joan Aitken spends three periods a week on informal tuition in an old people's home.

The district is also planning its own literacy scheme, and it presents two cells of about a dozen volunteers each. These visit the referred people on a one-to-one basis.

Peter Stubbings says he sees the main problems as securing long-term support, convincing local authorities that they should support adult education, and raising finance. Plans for one tutor organizer at Inverness and another at Dundee, or for one industrial tutor, and two liberal education specialists have been turned down by the Scottish Education Department. But he still has an application in with the Labour Resource Agency for one and a half action researchers, a community worker, and a "desert rural" worker.

The district council formally decided a year ago that we should adopt a more relevant programme. After all, what's the point of lecturing on birds of the Argyle gull to mothers who spend their evenings bringing up children in a tenement? It's all like a foreign language to them.

Yet there are doubts and problems. Joan Aitken, for example, wonders whether the WEA is not just an organization for the sake of being an organization, and is discouraged by the lack of voluntary support.

"Some interesting things are happening", she says. "But there is an element of press-gang, and it that happens it can only go on for so long."

Peter Stubbings remains optimistic: "We are just going through the phase of innovation at the moment. We are trying a whole lot of new things that we know we can do. In England the WEA may have a crisis of identity, but in Scotland we have never been stronger."

Tim Albert



Wye College's new centre gives all nationalities a chance to share common problems.

Pommes de terre, funds and conferences at forum farm

Farm affairs go international this year with the opening of London University's impressive Centre for European Agricultural Studies at Wye College, near Axford, Kent.

Designed as a forum for the discussion of common agricultural concerns, it aims to represent all interests related to agriculture, horticulture, forestry and the food industry throughout the EEC.

Although it does not officially open until early autumn, the centre's work has already begun. Criticisms of the Common Agricultural Policy and proposals for its revision are being reviewed; a study of meat marketing in Europe has been set up by the Meat and Livestock Commission; and a two-year research project into some of the EEC's repercussions on its trade and agricultural policy has been agreed in principle with a Commonwealth agreement.

The centre has a multiple purpose. To agriculture and industry it offers research programmes, as well as courses, study groups, seminars and conferences to bring together British and continental farmers, business executives, politicians, administrators, scientists and academics.

To Commonwealth countries the centre will interpret and transmit its specialised data. Developing countries will benefit from Wye College's longstanding concern with the Third World, and the centre's recognition of the special problems of countries whose agricultural economies are linked with Europe.

Other European universities will have valuable opportunities for exchange of personnel and information, research and teaching projects. And in general the centre, as an integral part of London University, will offer all the advantages of a university establishment.

Already a number of research studies have been published, and may be obtained from the college. The first title are: *The Common Agricultural Policy: A Synthesis of Opinion*, by Rosamund Fenoll; *Soil Classification, Land Valuation and Taxation: the German Experience*, by Dr Carl Weiers and Leo G. Reid; *The World Commodity Scene*, and by Simon Harris.

Several seminars have also been organized by the centre. In July, 1974, Exeter University was the setting for one on "The Future of the Family Farm in Europe". This was followed last February by a seminar at Padua University on "Rural Development" and another at Wye in March, on "Modern Farm Business Analysis and Planning Techniques".

As an institution officially recognized by the European Commission, the centre's library receives all the documents relating to food and agriculture to the EEC, and other countries can enjoy the economic information services.

The director, Mr Ian Reid, has proposed four main areas of work for the time being: agricultural, financial, farm restructuring (including aspects of regional planning) and commodity

consumption; and the EEC's relationship with the Third World. Of course, sponsored research could also be undertaken on other subjects, and this centre could act as an intermediary or coordinator of research done by or with other universities or institutions. A three-year research project, for example, has been sponsored by the Potato Marketing Board to study the current and prospective supply of end demand for potatoes in Europe.

The centre started from small beginnings in 1963 with post-experience courses in farm management in which representatives of European farmers were introduced in 1971.

In June, 1973, the appeal fund was launched. So far £430,000 of the £650,000 target has been raised. First on the centre's shopping list came the provision of a nucleus staff and its working facilities, including lecture and seminar rooms, library and offices. Next came residential quarters. Endowment funds, contract research revenues and other fee-earning activities are expected to make the centre largely self-supporting after the first five years.

In August, 1973, Mr Ian Reid, formerly head of the Centre of Management Studies at Wye College, was appointed director of the new centre. Council members of the centre include Monsieur Denis Bergmann of the Paris National Institute of Agricultural Research (INRA); Professor Barbero of the University of Siena, and Dr Patsch, chairman of the Landwirtschaftliche Rentenbank, Bonn.

A visit to the centre, though still unfinished, inspires confidence in its future. Wye College has provided a magnificent site, alongside one of its halls of residence, surrounded by beautiful gardens, and looking out onto Kentish downs, hope and farmland. Building began in July 1974, and the foundation stone was laid by the Duke of Northumberland in September.

The two-storey building, faced with a grey brick, has been designed to harmonise with the gardens and to conserve the many fine trees on the site. Perhaps it is partly the lack of any signs of cheeseparing, or of "hard times" austerity functionalism, that conveys an impression of confidence in the importance and future of the centre. Outstandingly fine teak panelling is already on the walls, and this will soon be followed by handsome carpets and curtains, sculpture and mural paintings.

Conferences can be accommodated with full residential facilities for 30 people also available on a commercial basis to groups not directly concerned with the centre's international activities. Already the diary is filling up. The day before the official opening the Comité des Organisations Professionnelles Agricoles is meeting at the centre, and the following week, Ashford Junior Chamber of Commerce is holding a seminar there on the town's future. The Centre for European Agricultural Studies at Wye is in every sense a seminal venture.

Frances Gibb assesses new developments in Dip HE courses

How to keep your options open and still find a quick way out

At least 33 colleges of education are seeking validation for Diploma of Higher Education courses from 16 different universities, according to the first newsletter of the Association of Colleges Implementing DipHE programmes (ACID).

But the DipHE is seen in most cases not so much as an end in itself, but rather as a way out for students who do not wish to complete their course or are not suited to teaching as a career, it adds.

Among the four polytechnics and the one college due to launch the second round of DipHE courses this autumn there is a slightly more positive attitude. All five see it as a means of enabling students to keep their options open.

At Crewe and Alsager College of Education, where the DipHE will be linked with a BEd course, Mr Geoffrey Doherty, assistant director of academic affairs, said: "Our course has been designed to lead to more than one outlet, so a student may embark on a DipHE and go through to a BEd, or just take the diploma itself, or go on to a degree other than a BEd."

There were two points of choice, he said: at the end of the first year a student could opt out of either the teaching situation or a degree combination, and at the end of the second he could opt for a combined BA degree in educational studies.

The first year intake in October will consist of 250 students with two A levels. Possibly half of these will take the DipHE course as a complete course in its own right, Mr Doherty said.

At Huddersfield Polytechnic, the DipHE will be linked with a BA honours humanities course and a BEd in combined studies. Mr John Clark, DipHE course leader, said: "It provides the students through out a two-year course with the opportunity of choice between

degrees. They can defy their choice until the end of the second year."

Most of the 25 students who start this autumn will take as their main subjects history or geography. In the future they will also be able to take drama, politics, and various other subjects.

He said that the polytechnic had another DipHE course in the pipeline which was still waiting for validation. This was based on a degree course in science and education.

The DipHE course at Oxford Polytechnic offers some 500 modules. Mr David Mobbs, course chairman, said: "It is part of a modular course which enables students to take out with a BA, BEd or BSc or a DipHE. It is not a degree but a recruitment would be made specifically for the diploma course."

A student would have to concentrate on one or two areas out of 24 subjects on the modular course. It was more difficult to get a DipHE in two years than it was to go on to a degree, he said. Not all degree programmes were calculated to leave a two-year break point as they involved a series of courses.

The DipHE course at Portsmouth Polytechnic will have two links: one with the BSc (honours or ordinary) and the other with the BA (honours or ordinary). The BA degree will include the physical, life, environmental and earth sciences; the other with the BEd degree at the City of Portsmouth College of Education which will soon be the faculty of educational studies within the polytechnic.

Mr J. G. Scane, head of the physics department, said: "One of the advantages of integrating the diploma with the degree scheme is that a student is committed initially to a two-year course with a recognized qualification, but can then wishes and is capable of

proceeding further he has the opportunity to do so."

It also made a student's return to full-time study for a degree easier. "In fact, by this route the full-time degree course can be turned into a sandwich course," he said.

During the first year, students would choose three subjects from a wide variety of topics including anthropology, applied mathematics, the biology of organisms, computer science, geology, psychology and pure mathematics. In the second year they choose one subject from chemistry, geographical science, geology, mathematics, physics, physiology, plant science, statistics and zoology.

At Wolverhampton Polytechnic, where the DipHE course is modular, students will choose their main subjects from the humanities and social sciences, with complementary studies in art and design, engineering and science.

A spokesman for the polytechnic said that a transfer from the DipHE course to the BA humanities, BA social sciences and BEd courses was being negotiated. The polytechnic also intended providing an entirely new one-year course for DipHE students, which would lead to a BA degree and have the same student-centred philosophy as the DipHE.

The students intake is expected to be about 60 for the diploma course.

A DipHE course linked with a combined humanities degree course has also been validated at Ulster College, Polytechnic of Northern Ireland, but the starting date of the course has been deferred until September 1976, while details of organization are worked out.

The association was formed earlier this year to promote the DipHE among potential students and employers and is attempting to define it.

Attractions of taking a break loom large



Alan Cane visits a West Country comprehensive school in the tenth part of our series on what sixthformers do after A level.

More than half the number of sixthformers are now following a large West Country comprehensive have now decided to take a year off after A levels. But the measure of the academic tradition in the school is that not one of those originally aiming for higher education has decided on anything else.

We have to look outside this group to find Lynn, a girl capable of succeeding in higher education, who has decided to go into nursing instead. She is studying A-level English, French and biology, and was at one time interested in teaching. A visit to a college of education—one of those, incidentally, now

threatened with closure—dressed and disappointed her.

"I was absolutely appalled" she said, "the students there seemed so uninterested in what they were doing and academic standards were low."

But what seems to have turned her totally against higher education was a very difficult entrance examination at Bristol University which she did not enjoy. The university subsequently turned her down although she was accepted by both Manchester and Cardiff. Now she has withdrawn from UCCA and is applying for nursing training—her sister is already a nurse.

Amanda, planning to take a novel degree combining BSc work with nursing studies has been offered a place at her first choice—Southampton University in conjunction with St Thomas's Hospital, on condition she gets a B and two Cs. She says: "It's quite tough, but now I've got something to aim for." She is still keen to work in the garden, and her family planning and has contingency plans to become an STN should her ambitions for a degree course go astray.

Amanda is keen to go straight into higher education as is Fiona, planning to read European studies at Bath University.

Originally Fiona planned a career as a bilingual secretary, but she now says: "The idea of secretarial work doesn't appeal to me. I'd rather turn over two." She has been offered a place at Bath conditional on achieving two Bs and a C. "It's fairly high, but it shows the standard is good," she says, and offers from other universities and polytechnics, including Central London, which asked for two Cs and a D.

At least one of our sixth-formers has, in the past few weeks, become converted to the idea of taking a year off. On Saturday night I suddenly decided I wanted to take a year off and go to the continent—so he is planning to visit western Europe with a friend.

Roger has from the beginning declared his intention of making a break and his plans are fairly far advanced. He has been offered a place at Birmingham Polytechnic conditional on achieving a B, C and D and it has become fixed as his first choice. "I don't know what I want to go there," he says.

Colin has been offered a place at the London School of Economics to read geography, conditional on getting two Cs, but has been turned down by other universities, although Bedford College, London, offered a place conditional on a B and two Cs. He is keeping several polytechnics in reserve should the LSE place fall through.

It is clear from almost all these sixth-formers that polytechnics impress them academically—it is the buildings that appeal to them.

David is well disposed towards polytechnics but cannot decide between Middlesex Polytechnic and Sussex University to read social sciences. "He likes the Sussex site with its greater array of resources," he intends to take a year off, partly to do some voluntary social work and partly to travel in the Mediterranean area. He has been offered a place conditional on a B and two Cs at Sussex and a place conditional on two Bs at Middlesex Polytechnic.

Oliver's future has brightened considerably since he passed A-level English to the early part of the year, and he now has a place conditional on his getting Bs in mathematics, chemistry and physics at Plymouth Polytechnic, where he plans to read mechanical engineering.

His attitude to higher education has changed. Before, he suspected that it did not have a lot to offer him. Now he is positively looking forward to Plymouth, which he describes as a good polytechnic with reasonable facilities, especially in mechanical engineering.



Joy is determined to go into a planning job with a local authority—these jobs are advertised about now so she will be looking for a job. She is taking A-level, geography and economics, which she will not need with the local authority, but she says: "I want to do as well as I can in case I want to go into teaching later but I definitely want to have a year's break from studying—instead of travelling I will be getting into a job."

Elizabeth seems to have lost her battle to take a bilingual secretarial course at Bristol Polytechnic. Her county authority insists that she go to the local college.

Elizabeth, whose teachers agree to interview her material is undoubtedly brilliant. She is when she has deliberately chosen a vocational course she should be prevented from taking the course she feels would suit her best because her county will not find the money for her to go beyond its boundaries. She points out that if she had wanted to take a university course anywhere in Britain it would have paid up without query.

Why dignified visitors never call

In a period when conflicts about the government and administration of British universities have become endemic, there has been widespread discussion of mechanisms and procedures for settling disputes. But remarkably little has been written or said about one highly relevant institution: the university visitor.

Who, you may well ask, is the university visitor?

The answer may be found by consulting your university calendar. In the list of principal officers, he or she is—or should be—at the very top. The chances are high that your own university's visitor is a very eminent person indeed: none other than Her Majesty The Queen, her heir and successors.

But, mindful that she, or he, has probably never paid your university a visit, you may now ask, What does the visitor do? If your university's charter is as illuminating as that of my own, your question will not be answered by consulting it.

Ah! you respond brightly, recalling your Bagshot: the visitor belongs, then, to "the dignified" rather than to "the efficient" part of university constitutions? Well, yes; but also, "No" because the visitor is not merely a piece of decoration on the university cake.

To get "the picture" you will have to visit the law library, look up I. W. Bridges' article in the *Law Quarterly Review*, 1970, and dip into those weighty tomes, Tudor on *Charities and Halsbury's Laws of England*.

In the latter you will find: "A visitatorial power attaches as a necessary incident to all eleemosynary corporations, and may be exercised in respect of all cor-

porations, to inspect and regulate their actions and behaviour, and generally to correct all abuses and irregularities in the administration of the charity." Clearly, the visitor is to quite an office and if you think that what I have quoted does not spell out power, you do not know what "power" means.

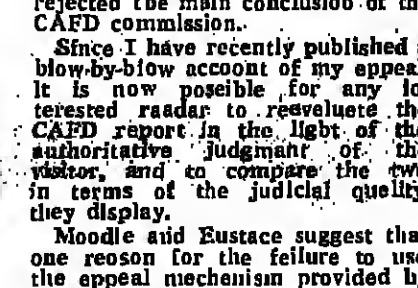
But this power is not used? Quite so—or almost so. Moodle and Eustace, therefore, do not waste much ink in *Power and Authority in British Universities* on the First of these issues. On the other hand, they do make their main point: "The powers of inspection seem never to have been exercised in recent times"; and "the existence of the visitor's powers of inspection, beside which the UGC's powers of inquiry pale, is... another indication of the extent to which the independence of the British universities is a matter of convention."

Since I have recently published a blow-by-blow account of my appeal, it is now possible for any interested reader to re-evaluate the C.A.F.D. report in the light of the authoritative judgment of the visitor, and to compare the two in terms of the judicial quality they display.

Moodle and Eustace suggest that one reason for the failure to use the appeal mechanism provided by the visitorship may be that today the arbitration might not be accepted as appropriate or unbiased. My own hord-woo experience suggests that there may be something in this. But a more likely explanation lies in the widespread ignorance of the institution for the part of members of universities.

I have some grounds for believing that those in authority would prefer this ignorance to persist. Certainly, the Lord President of the Council, who is often the person designated to exercise the Queen's visitatorial power, does not appear anxious to encourage empirical research on the subject. For some of us that might be sufficient reason in itself for exposing to the light this particular university occult.

To this handful can now be added my own, equally unsuccessful, petition, 1973-74, appealing against the decision of Birmingham University's Academic Appeal



Geoffrey Ostergaard

A. F. Trotman-Dickenson discusses the adaptation of higher education to the growth of knowledge

Doctors, masters and the modern clerisy

The three stages of university education should be clearly defined with, for most subjects, an ordered sequence from bachelors' degree through masters' degree to doctorate, and the degrees should at each stage qualify the holder for a distinctive role in society.

At least a generation has passed since a student coming from school could in three years be educated, in most subjects, to the point where he had a grasp of his discipline sufficiently and to advance the state of the art. The student who now hopes to be a professional must receive further training.

Those students who do not intend to follow at the highest level of the professional callings must closely associated with their undergraduate studies can be very well educated in three years. Indeed, it would be a waste of resources, including the student's time, to keep them in *status pupillari* for a longer period.

Reform may be based on the recognition of the nature and purpose of the normal three-year bachelors' degree. The universities should accept that in three years it is possible to advance greatly the knowledge and understanding of a student but it is not possible, in almost any field, to produce a fully-fledged practitioner. The three-year course can lay the foundation of general understanding which the practitioner needs and which will enable him, in due course, to relate his special knowledge to his social and professional context but, simply because the time is too short, it cannot provide detailed and comparative knowledge of a wide range of applications.

Recognition of this position indicates that all three-year courses should provide a sound foundation of knowledge acquired by critical study and pursued in the manner calculated to obtain the greatest educational advantage. The product of these courses would not be men and women who are experts but they would be useful members of the modern clerisy, to use the term coined by Coleridge to describe the general body of educated persons who should lead society. Acceptance of this view of the bachelors' degree would remove some of the difficulties that have emerged during the prolonged debates on the sixth form curriculum.

Notably, the myth would be dispelled that there is an absolute standard of knowledge that should be obtained in an honours degree. It is possible that before the recent growth of knowledge a graduate could claim to stand on the edge of the unknown, this time has long passed. Nothing is therefore achieved by distorting work in schools in order that some top topic be retained in the undergraduate syllabus.

The changing requirements of the larger student body and the growth of knowledge have led to the innovations in the three-year degree. The teaching of the traditional single honours subjects which still

command the allegiance of the great majority of students has become more abstract and refined. Such distillation of truth can be seen in the natural evolution of any intellectual discipline. The distillation may lead the student more rapidly to the ultimate understanding, but it should be remembered that many people's perception, especially that of the young, is clearer after images of a plot of claret than a pint of brandy. Much teaching in the sciences, at least, now omits accounts of the historical development of the laws that are taught. The omission is an intellectual loss.

On the more technical level the result is liable to lead to neglect of the construction of the proper intellectual formulation which may be in mathematics, languages, or other basic tools. Numerous universities have sought to solve some of these problems by the introduction of more general courses that embrace a clutch of traditional and some less traditional disciplines. Scholars often incline to dismiss these courses as superficial. The judgment may be hasty as no critical study appears to have been made. Nevertheless, it is true that a degree can be taken in European studies without a sound working knowledge of, say, French in Germany has not always been convincing. Clearly there are difficulties in the way of the student who wishes to use the general course as a key to scholarly knowledge.

Release of the pressure to obtain an illusory goal in the three-year degree should free universities to teach with the primary aim of a humane education built on a secure foundation of knowledge.

The graduate should have that understanding of learning which is the mark of the clerisy. Graduates from courses devised in this way will not emerge as competent practitioners, but then the same can be said of our present graduates. The specialist who is a practitioner of his subject should be the product of a master's course. The name of the degree with its relation to master craftsman and the masterpiece signifies its purpose. (No pleasing etymological parallel exists for bachelors' degree, whose terminology probably derives from cow-milking.) The proportion of bachelors who will need to proceed to a master's degree will vary from subject to subject and should relate to national manpower requirements.

The initial intakes to the lengthy and expensive courses for medical, dental and veterinary students are based on this principle. Graduates who teach in schools are required to receive a year's training in numbers that depend on the needs of the schools. The intake of students to architecture and town planning is as yet less subject to control, but the close relationship between the physical sciences and the design disciplines, and the next step in this process is that it creates a new discipline with its own identity and borders, across the borders of the old disciplines.

At the same time, it has maintained some of the features of a general subject. Advocates of general degrees emphasize the needs of industry, commerce and the civil service for people who have a broad understanding of several disciplines and anyone with a physical science degree certainly has that. It is to be a truly informed scientist, and this will be increasingly necessary for our modern world, he will need a broader education, not just in his own discipline.

These disciplines involve only about 20 per cent of those who obtain bachelors' degrees. Most of the remainder enter fields of work in which professional bodies have little influence or in which the bodies have little concern with the conduct of their members. Some bodies, such as accountants and lawyers, require holders of bachelors' degrees to undertake formal training outside the university, but for the great majority of bachelors there is little incentive to acquire recognized specialist skills as a basis for a career.

Unavoidably, the consequence of only three years of formal training is that there are serious gaps in the organized knowledge of the present. An oversimplified example may be drawn from the field of civil engineering. A typical British student is likely to make a design study of a single type of bridge during his bachelors' work. During the longer continental course the student should work through studies of the major types of bridge. There can be little doubt that graduate is more competent to advise a client as to the relative merits of different possible solutions to his bridging problem. The example could be multiplied many times over for civil engineering and for many other degree sciences.

The pressure on the syllabus is such that even in a traditional subject such as philosophy the bachelors may well lack a knowledge of some of the major works of some major philosophers. The tendency to incorporate projects into undergraduate schemes has, whatever the general educational merits, militated against a comprehensive structure.

Considerable efforts have been made to educate competent specialists through masters' courses in British universities. But the achievement has fallen short of what is desirable and attainable. Research Councils have done much to encourage students to take masters' degrees, but have been constrained with a proliferation of courses, many of which were uneconomic. On the basis of the latest figures it appears that the Science Research Council in the immediate future will be supporting a body of students of whom only about one-fifth would be on taught masters' courses. This would not be a disaster, for the first year of most PhD courses were devoted to formal instruction, but such arrangements are rare.

The quality of masters' courses is variable and often too low. In some universities, the material in the masters' courses is not much more profound and scholarly than that in the honours year. In the cases where it is very similar or identical, masters' students frequently do less well than the most able honours graduates. There has been a marked tendency for the most able bachelors to be-passed the masters' stage. Sometimes the masters' course has served for the less able as a back-

door to the PhD. The marked influx of overseas students for whom, on account of their less-specialized bachelors' courses, the low-level masters' course is ideally suited has tended to confirm the level and pattern of some masters' courses.

If quality is to be raised it can best be done by the concentration of masters' courses so that no one university provides courses based on more than half its departments. Each university should have a minimum number of masters' courses allocated to its relatively stronger departments. A measure of the excessive proliferation of masters' courses is that in 1972, the SRC reported with satisfaction that the number of approved courses under its aegis had been reduced from 360 to 320; that is, an average of at most 10 students paid for by the SRC) had been raised to 12. As courses are not necessarily confined to one year, it is clear that most are uneconomic. There are also "unapproved" courses that typically cater for smaller numbers. Experience indicates that a minimum economic size for undergraduate courses is 25 in 30. No great upheaval would be required to achieve such numbers for masters' courses. Classes would, on average, triple if all present post-graduate followed one year's taught course.

The specialist who immerses himself in a branch of his discipline for several years can graduate to recognition as an authority. The authority is a person who has by scholarly practice, usually represented by the contribution of new knowledge, reassessment of existing knowledge, and a claim to the highest levels of professional work in all walks of life, in the law, in research and development, in design, in medical consultancy, in education, in the higher education system. The student who is engaged in higher education represents the most numerous members of their class as is recognized in the title of their typical degree the doctor, literally teacher.

It cannot be claimed that holders of British doctorates should be generalists, as the authorities. The PhD which served very well in its time is now technologically obsolete. Many PhDs lack breadth of knowledge because they have not followed a taught masters' course. Many of the traditional professions have developed careers through which their authorities are matured outside the university system. It is unlikely that they will be replaced. The needs of the public services and of industry, on the other hand, are best met by growth within a university. A man becomes an authority by study and reflection on problems of recognized significance in a sheltered community composed of congenial intellects with related interests. The process is also, again, likely to be hampered by the growth of knowledge.

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most fruitful if he is guided by a scholar of considerable eminence. The PhD has provided the basis for such maturation in the past but is becoming a hurried process in reduced circumstances. This is becoming less attractive to good students who are needed to maintain standards.

Authorities can best be developed by relating their scholarly work more closely to future careers and to the needs of society. As the best single outlet for holders of doctorates is the teaching profession, the acquisition of the expertise should be linked to the teaching services coupled with the research undertaken would justify a new salary for graduates in their twenties. A smaller number would be financed on research fellowships of similar value attached, particularly, to units where the demand for teaching may be small.

The present trend to undertake actively work in association with industry, research institutions, or other organizations that can provide a continuity of suitable work should be encouraged. Encouragement should also be given, where it can be arranged, to work at more than one centre in the course of four or five years. The man on which the degree of doctorate is granted should be a contributor to some activity which should be the sole production of the date and judged by rigorous standards by the university to which it is submitted.

The cost of production of the doctorate need not be greater than the present cost of PhDs. Higher stipends would be balanced by their lower numbers. The influence of the doctorate in determining the meaning of these expressions suggests that the term "integration" in this context is itself in need of some clarification.

(1) The paper speaks of "full integration", "effective integration", and later of "valuable integration". The disproportionate influence of the adjective in determining the meaning of these expressions suggests that the term "integration" in this context is itself in need of some clarification. (2) In view of the present state of modern language studies in this country, integration necessarily implies a certain amount of experimentation in testing the value of any innovation, and for this reason efforts at integration must be given time to mature. (3) Is an honours degree course the most appropriate level at which to attempt integration?

In trying to arrive at a precise definition of integration we can appeal to the pure and applied sciences for a clear answer: subjects are integrated when the individual elements to a course are based on a common set of concepts or principles which can be expressed or applied in different terms, can complement each other, and can provide the student with a clear answer to the study of language and social sciences, however, which lack a common theoretical basis, this definition is less helpful.

Sociolinguistics might provide the link, but the CNAAP paper refers directly to language performance, i.e. to proficiency in the language skills, rather than to the study of language as a phenomenon.

Is there another less axiomatic and more appropriate kind of logic that might serve as a model? A glance at the history of modern language studies in Europe shows that, until very recently efforts

many aspects of the new programme. They will include social activities and individual projects work and much of the student's assessment will be based on these rather than examinations. One result of building the programme around a core of work in the sciences is that bachelors' students a sense of the value of the sciences which is lacking in the often criticized for failing to give a clear answer to the study of language and social sciences, however, which lack a common theoretical basis, this definition is less helpful. At any rate, the structure of an integrated course of study should be loose enough to permit a good measure of reflection and argument. If this cannot be guaranteed because of difficulties of coordination, staffing, and provision, then we should ask ourselves seriously whether integration is a suitable basis for degree level work.

Jeffrey Johnson

The author is Professor of Applied Technology at Northumbria University.

Integrated language courses: a response to academic need or to political expediency?

A paper published last year by the Council for National Academic Awards on the planning of language degree courses in colleges contains the following statement:

"A course may well include language studies which have no planned relationship with other component subjects. Nevertheless, the board considers that even where full integration between subjects is not possible, there is value in helping students to perceive meaningful relationships between the subjects they are studying."

After remarking on the practical and administrative difficulties connected with integration, and encouraging colleges not to be deterred by them, the paper continues:

"Perhaps the most effective integration is achieved where a course is based on the study of a given linguistic society, in such a way that the material used in the language performance component is drawn from aspects of all the other contributory disciplines, whether economic, geographic, historical, literary, political or social. In this way the language element can be seen to act as a genuine integrating factor."

These statements raise several problems for those interested in promoting the study of languages in the context of the social sciences. Among the most immediate are the following:

(1) The paper speaks of "full integration", "effective integration", and later of "valuable integration". The disproportionate influence of the adjective in determining the meaning of these expressions suggests that the term "integration" in this context is itself in need of some clarification.

(2) In view of the present state of modern language studies in this country, integration necessarily implies a certain amount of experimentation in testing the value of any innovation, and for this reason efforts at integration must be given time to mature.

In this respect it seems worth pointing out that integrated studies, being course-oriented rather than subject-oriented, and, of necessity, closely linked to staff resources, are particularly susceptible both to a static, unchanging presentation of received knowledge, and to an ideologically biased interpretation. To face an integrated course of the type outlined in the CNAAP paper could easily be adapted to serve political ends. Since the possibility of this happening is not to be excluded as long as the theoretical basis of integration remains unclarified, and since politicians speak with increasing frequency of the changing shape of our democracy, this aspect of integration could well repay closer scrutiny.

At any rate, the structure of an integrated course of study should be loose enough to permit a good measure of reflection and argument. If this cannot be guaranteed because of difficulties of coordination, staffing, and provision, then we should ask ourselves seriously whether integration is a suitable basis for degree level work.

Jeffrey Johnson

The author is lecturer in German at Birmingham Polytechnic.

Two approaches to evaluating the progress of the National Development Programme for Computer Assisted Learning, a report on whose first two years' work has just been published.

When a course somebody asks "What will package XYZ cost me?" we can then adjust the units for the enquirer's local circumstances and, if necessary, convert them into a financial figure applicable at the time of the enquiry.

As a result of the evaluation work to date, some tentative conclusions can be made about the costs and resource implications of CAL. CAL is certainly more expensive than conventional teaching methods, even where large numbers of students are using the same packages. CAL can appear very cheap to academic departments because the marginal costs which affect departmental budgets are often small. Since no instances exist of CAL providing more than two hours of instruction per week, the cost of CAL staff workloads will be small. The time taken to develop CAL is very significant. It is likely to require more than 100 hours of staff time to develop a one hour package (this will vary according to the content and complexity). Shared or inter-institutional development of packages can produce substantial economies in the total cost. Institutions which operate CAL packages developed elsewhere might be able to provide such teaching at a cost lower than conventional methods. The data from the evaluation's reaper is still being harvested and winnowed. By the end of 1977 I will be able to provide more substantial evidence on the costs of CAL at all levels so that the difficult decisions on its value—and future—can be set against a quantitative background.

John Fielden

The author is a management consultant with Peat, Marwick, Mitchell and Co.

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Weighing the costs of computer learning against the benefits

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The costing of educational activity is a difficult and sensitive venture. In some ways it is like measuring an octopus for a suit. There are so many qualitative variables and so few constants; nothing is static and no assumptions gain general approval.

The definition of cost is an example of this. "Cost" means one thing to a head of department and has a very different meaning for the finance officer of an institution. The accounting conventions used in a polytechnic are very different from those in a university.

At the national level there are also varying interpretations of what should be included in a "total cost". Thus, in answer to the question "What does CAL cost?" one has to identify at least three levels of reply, to suit the department, the institution and the nation.

Inflation is another problem, but this has been overcome by concentrating on identifying costs in terms

of the effects on learners of trying to teach them something.

The early technology of evaluation was exclusively devoted to this end. All went well until they found that the learners didn't usually learn what they were supposed to learn, or didn't all learn the same things. This was damned inconvenient, because people began to ask why, and the evaluators couldn't help them because they had confined their efforts to what was learnt.

By the time the second generation came along (we're part of it) everything about evaluation had become problematic—who it is for, what information is relevant, what methods are appropriate, who should do it. On this last point, the National Development Programme for Computer Assisted Learning decided that we should do it, or at least part of it.

Not such a big part, actually, although it's costing them £94,000 and taking four people three years.

The Programme at Two will be available from the Centre for Applied Research in Education, University of East Anglia, from

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the next two years a range of questions of this kind will be considered in series of "Financial Issues Reports."

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of basic units rather than money. We collect information on the hours of staff time, the square feet used and the hours of terminal connexion to a computer and do not waste effort converting these into today's money terms.

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American news

Commission urges more aid for private sector

from Frances Hill

NEW YORK The Commission for Independent Colleges and Universities is to publish a report within the next two months recommending that more state aid to higher education be directed towards the private sector. Higher education funds may be better spent adding private colleges, many of which are in dire financial straits and some on the verge of bankruptcy, than on expanding public universities and colleges, the commission believes.

The severe economic plight of most private universities is largely the result of skyrocketing energy costs and inflation, generally, together with falling enrolments due to the drop in the birth and college-going rates. But it is also the outcome of the expansion of public education in the East over the last 15 years.

Traditionally, private institutions have served much higher education in the Eastern states, while large public universities have dominated the higher educational scene in the mid-West and West. But since the 1950s, during which education's period of expansion, new public campuses have mushroomed in the East, catering for the increased numbers of high school leavers seeking a college education, but also attracting students who might at an earlier period have enrolled at private institutions.

Tuition fees at public universities are much lower than at private ones, making private institutions increasingly uncompetitive as middle-income families feel the economic effects of recession. In 1960 in New York State 60 per cent of undergraduates were in private institutions and 40 per cent in public ones; this year the proportions are reversed. The figures for the other Eastern states with a tradition of private higher education show a similar trend.

Smaller colleges, without the advantages of prestige and national visibility, have, of course, fared more than better-placed private institutions from the movement of middle-class students to the public sector. But even well-known insti-

tutions are beginning to be affected. Brandeis University, in Massachusetts, famous for its academic excellence, is beginning to be concerned about its ability to maintain "quality applications".

The university is considering introducing new subject matter, with vocational relevance, into existing courses, to attract students concerned about the tight job market. Only the top Ivy League colleges are unlikely to be affected by competition for students from the public sector, is the Brandeis feeling.

At present many states provide aid to private universities both directly to the institutions and through grants to students. New York State grants each private college \$800 for each student who graduates at the bachelor level and \$3,000 for each student obtaining a PhD. It also provides funds for grants in students whose families cannot afford the tuition fees charged by private universities.

But even New York State's relatively high level of aid has not been enough to prevent many private colleges from having to cut back drastically on expenditure and others from facing probable bankruptcy.

The requested funds are made available more university places will become available in New York State, on top of the 50,000 vacancies already existing at the undergraduate level.

In compiling its forthcoming report the commission will consider various alternative means by which states could aid private institutions. One possibility in New York State is an increase in the amount paid directly to colleges per student obtaining a degree. This system is attractive because the grants reach colleges with no strings attached. But the method of increasing revenue to colleges by increasing grants to students attending private institutions is likely to be more politically viable: students have votes, whereas institutions do not.

The commission will not recommend that tuition fees at public universities be raised—a measure often put forward as an answer to the plight of private institutions. It believes that low public tuition fees are a valuable aspect of American higher education.

Doubts over standards of 'competence-based' graduates

from Angela Stent

CAMBRIDGE, MASS A diverse group of colleges around the country have just graduated their first class of students whose B.A.s are not based on traditional academic criteria. These graduates have been taught by an innovative and increasingly controversial system: competence-based learning, or CBL, which is becoming progressively more popular as the demand for "relevant" education grows.

The central idea behind CBL is to test students not for the factual content of their courses but for their ability to communicate well, solve problems, show ethical awareness, and generally learn all the other social skills that were once taught in the liberal arts colleges. The result, from four years of college education, is a diploma.

CBL, in other words, attempts to redefine the goals of liberal education in terms of explicit practical skills, or "competences".

The federal government's Fund for the Improvement of Post-Secondary Education is currently financing the development of CBL programmes at 20 colleges and provides \$2m for them. Such is the appeal of the approach that the fund has been flooded with 600 new grant applications from colleges which want to introduce it in the next academic year. But only 15 will be able to be helped.

The CBL approach is implemented in a different way in every college which has adopted it. For instance, in Alverno College, a small Catholic women's college in Milwaukee, Wisconsin, students must earn 40 competence level units (CLU) in order to gain a diploma. The units are

There are altogether eight possible "competences": effective communication skills, analytical capabilities, problem-solving skills, ability to make independent value judgments, facility in social interaction, understanding the relationship between the individual and his environment, responsiveness to the arts and humanities and awareness of one's world.

The University of Massachusetts in Boston began a competence college called the College of Public and Community Services in 1973, which is entirely organized around the CBL system. The Chancellor of the University of Massachusetts, Cerio Gohm, has described the first two years as "walking in the dark with no moon", and the attrition rate for students is above 50 per cent. Nevertheless, 300 students have graduated from the University of Massachusetts college.

Most of the CBL students at the University of Massachusetts are not typical undergraduates; they are older, many with families. There are significantly more women (about 60 per cent) and more minorities (36 per cent) than in the usual student body.

Members of the University of Massachusetts faculty members at other colleges claim that the College of Public and Community Services has no standards and should not give degrees. One faculty member told me that a student there was unable to graduate with a degree in "social planning" based on his work. He worked in a shop which was doing sleeping bags and his job was to decide whether to go to sleep or to go to work.

Correspondence schools facing probe

A number of correspondence schools are likely to be "suspended" and even "terminated" because of their "slippery" financial activities, according to Mr Charles Gooke, special assistant for student financial assistance at the Department of Health, Education and Welfare.

Many correspondence schools, although not guilty of actual criminal fraud, have been engaged in a number of dubious practices including raising money on student loans without the students' consent, continuing to receive HEW interest payments on loans after students have completed courses, and refusing to refund fee payments to students who have dropped out of programmes. HEW officials are undertaking a nationwide investigation into the financial affairs of these schools.

The precarious financial position of many correspondence schools was highlighted recently by the bankruptcy of a Chicago correspondence school with 80,000 students. The school, Advance Schools Inc, had grown rapidly in size from 1970—when it had had an enrolment of fewer than 5,000—as a result of a change in the regulations governing federal student aid.

In 1965 it became possible for students to obtain loans under the Guarantee Student Loan Programme for home study, including study in correspondence school programmes. The loans were paid to the correspondence colleges, which in turn loaned the sums provided to the students.

Advances Schools Inc, together with a number of other correspondence colleges, instituted a practice of obtaining promissory notes from students for the amount of the loan they expected to receive under the Loan Programme and raising bank loans on the strength of the notes.

The loans from the banks on the strength of the promissory notes ensured Advance Schools Inc a regular cash flow and made possible its rapid expansion. But trouble arose when the prime lending rate soared between 1973 and 1975 to 12½ per cent. HEW was enabled to pay interest at a maximum rate of only 10 per cent, and banks became unwilling to make loans at that rate. Advance Schools Inc's cash flow ceased, and the result was bankruptcy.

There is no evidence that criminal fraud took place at Advance Schools. But it is known, according to Mr Gooke, that "a fair number" of correspondence schools have obtained promissory notes from students without the students' consent, and the nature of the documents they were signing.

Students in some cases thought they were receiving grants, rather than loans, or even thought they were merely signing applications for enrolment at the school. Some schools, by simply not informing the Office of Education that they were receiving loans, continued to receive interest payments on loans beyond the period during which they were entitled to receive them. Another abuse is refusal to refund tuition fees to students who have dropped out of courses.

Regulations passed in February now give the Office of Education the authority to suspend or "terminate" schools engaged in any of these practices.

Dr David F. Mathews, 31, president of the University of Alabama, has been nominated to succeed Mr Casper W. Weinberger as Secretary of Health, Education and Welfare.

The Congress must confirm President Ford's nomination before Dr Mathews is appointed to his new post. Mr Weinberger is resigning because of his wife's ill-health.

Dr Mathews became president of the University of Alabama six years ago when he was 33. He was the youngest president of a major university. He has written several books on Southern history and American higher education.

Dr Mathews.

The American Council of Learned Societies has launched a project to study all aspects of the publication and dissemination of "American scholarly knowledge". It intends to make proposals for solving the problems "haunting scholars, publishers and librarians" which have led to "not a system but a non-system of discovery, production, and dissemination of the knowledge which the world needs".

Among the trends which have bedevilled useful and efficient scholarly publication and dissemination is the growing pressure on young scholars to "publish or perish", the council suggests—a pressure which has resulted in the publication of a great deal of trivial material.

Specialized journals have proliferated to cope with the amount of new material. In the field of language and literature alone, they have escalated from 54 to 215 in 10 years. Publishers in the United States put out 40,000 books annually. Libraries are foundering under the bulk of new publications and rapid cost increases.

The first phase of the council's study will include an attempt to assess the "publish or perish" problem in relation to the future demand for faculty and the availability of promotions.

It will also consider ways in which learned societies and professional organizations could have an important role in determining the quality of what is published. At a time when the bulk of new published material has led to a storage and retrieval systems problem, publishing, distribution, and preserving information are at least in part outmoded and obsolete.

There is no evidence that criminal fraud took place at Advance Schools. But it is known, according to Mr Gooke, that "a fair number" of correspondence schools have obtained promissory notes from students without the students' consent, and the nature of the documents they were signing.

Students in some cases thought they were receiving grants, rather than loans, or even thought they were merely signing applications for enrolment at the school. Some schools, by simply not informing the Office of Education that they were receiving loans, continued to receive interest payments on loans beyond the period during which they were entitled to receive them. Another abuse is refusal to refund tuition fees to students who have dropped out of courses.

Regulations passed in February now give the Office of Education the authority to suspend or "terminate" schools engaged in any of these practices.

The court has now clarified some basic problems which have arisen since the Central Admissions Office (ZVS) in Dortmund came into existence in 1973 and since individual universities, through their regional governments, were required to establish their student capacity by applying a common, supposedly watertight formula. It is not without significance as to the importance of the whole question of university admissions at the present time that West Germany's highest court has for the second time been required to make a ruling which is bound to have major administrative and legal consequences.

The cases arose from complaints made by 23 unsuccessful applicants to the medical schools at Munich and Freiburg universities. In each case the lowest competent administrative court had initially ruled in the students' favour. Who higher courts reversed these judgments the students persisted and were eventually successful in the Constitutional Court.

At issue was the existence of spare capacity in medicine at both universities. The Munich applicants claimed to have discovered 75 unused student places in this subject, which was disputed by the university. The local administrative court, in the event of a dispute, was to select the view, this highlighting the use of a "best basis" on which capacity calculations are being undertaken.

However, according to the higher courts, this did not give the applicant the automatic right of admission to the course since the average of all the subject marks of his Abitur examination, the main selection criterion, fell considerably short of the overall minimum average marks of all applicants for medicine in the Federal Republic.

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West Germany

Admission rules go back into melting pot

by Günther Kloss

Two eagerly awaited decisions of West Germany's Constitutional Court may undermine the whole elaborate procedure which now regulates the admission to all important university courses in the country.

Ironically, this very system of selection was itself created in response to an earlier, 1972 ruling of the same court in which it stipulated that only if objective and uniform admissions criteria, which could be tested in the courts at any time, were applied was a *numerus clausus* legal.

The court has now clarified some basic problems which have arisen since the Central Admissions Office (ZVS) in Dortmund came into existence in 1973 and since individual universities, through their regional governments, were required to establish their student capacity by applying a common, supposedly watertight formula. It is not without significance as to the importance of the whole question of university admissions at the present time that West Germany's highest court has for the second time been required to make a ruling which is bound to have major administrative and legal consequences.

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France

Shake-up for student representation

from George Morgan

A private members' Bill approved by the National Assembly contains significant amendments to sections of the 1968 loi d'orientation dealing with student representation in university affairs. The effect of the new legislation will be to increase the number of students sitting on administrative councils in individual *unités d'enseignement* et de *recherche*, the rough equivalent of the former faculties. In all probability, however, the number of seats effectively occupied by students on full university councils will be reduced. The Bill is thought to have had official backing from M Jean-Pierre Soisson, Secretary of State for Universities.

Under the 1968 law students were entitled to sit on university administrative councils on a parity basis. At faculty level full student representation was made subject to a 60 per cent quorum of voters at the annual elections. Below this figure the number of seats available to students declined proportionately. No quorum was required, however, on university councils; representatives of this level being more than offset by the extension of the quorum to the full university council. Faculties not obtaining the quorum will no longer be allowed to designate their full quota of student representatives.

This new ruling is all the more important as M Soisson himself has recently submitted a Bill to the national assembly conferring stronger powers to central university councils: in particular universities will be empowered to take full control in the event of differences of opinion between university and faculty councils especially over matters of finance.

The amendments have been given a hostile reception in some higher education circles where they are thought to be a move to cut down student involvement in university politics and a step backwards to the pre-1968 era of centralized control. Student reaction, however, has so far been non-existent on account of the long vacation period which has just begun.

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Euro-foundation begins lifelong learning project

from William Fmr

PARIS The Council of the newly created Institute of Education and Cultural Foundation (IIEF January 24), has announced that its project on educational provisions for migrant and immigrant workers and their children is being held in obedience for the time being and that a new project concerning policies and achievements in the field of lifelong education is being undertaken at the request of, and financed by, the EEC Commission.

The council now consists of 14 members. Three sit as founder members representing the organizations which created the institute. These are Dr Guido Bruener, EEC Commissioner for Science, Research and Education; Mr Raymond Georis, secretary-general of the European Cultural Foundation, Amsterdam; and Dr James Perkins, chairman of the International Council for Educational Development, New York. The other members serve in a personal and independent capacity.

Three new members have joined the council since January, two of them of particular interest since their presence expands membership of the council beyond the nine countries of the EEC. They are Dr Kjell Håkonsen of Gothenburg University; Mme Suzanne Ferge of the Hungarian Academy of Science and Professor Francois Bourricaud of Paris University.

The other members are: Professor Ralph Dahrendorf, director of the London School of Economics; Dr Gaston Desruick, director of the Fondation Industrie - Université, Brussels; Professor Henri Janne of the Free University, Brussels; Professor Denis Kulen of the University of Amsterdam; Dr Clark Kurr of the Carnegie Council on Policy Studies in Higher Education; Guido Murrucci, professor of sociology at the University of Milan; Dr Konrad von Moltke, director of Curriculumprogramm Amerika, Hamburg; The director of the Institute is Dr Ladislav Cerych, who has previously worked with OECD.

From October the Institute will move from Brussels to permanent headquarters in Paris. The French government is providing the organization with premises in the University of Paris Dauphine (Paris IX). Paris thus becomes the headquarters of four international organizations concerned with education, the others being Unesco and its International Institute of Education Planning and the OECD and its Centre for Educational Research and Innovation.

Professor Aso Briggs, vice-chancellor of the University of Sussex and chairman of the council, told a press conference here that this concentration of what he apologized for calling "the big boys" of European secondary education, did not mean that the institute was only concerned with higher education. It was rather a problem of concern to all European countries in which it felt, as an independent non-governmental organization.

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Sweden

Graduate job prospects rise

from Mike Duckenfield

STOCKHOLM Latest graduate employment figures suggest that the balance between school-leavers' demands for higher education and employers' demand for graduates may have begun to shift back to favour more students.

The number of graduates here has decreased each year since the peak of just over 21,000 in 1971 and remains below the 1968 level (19,737)—the most recent for which employment statistics are available—down to the level of the late 1960s, about 16,000.

However, figures recently released by the Central Statistical Bureau show that the success of graduates in finding employment has reached record levels.

Of the 3,700 students graduating in the second quarter of 1974, 74 per cent had jobs by the beginning of this year against 66 per cent for the comparable period of the year before.

Swedish students graduate throughout the year and figures for the two years prior to the latest ones show that there has been an average 2 per cent increase in the numbers finding jobs each quarter. The bureau admits that only one in 25 graduates in its survey was still without a job six months after taking finals.

It backs up its claims with the results of another investigation published last month in which it asked students what future plans on the job they had in mind.

Of the total number of graduates last year, a record 46 per cent had jobs to go to on leaving university—11 per cent more than in 1973.

In addition, 30 per cent had applied for jobs and were awaiting replies, 16 per cent wanted to continue with further study—one in five of whom wanted to do research—and 8 per cent were unsure of their plans.

Most improved employment prospects were recorded for humanities graduates (up 14 per cent) and social scientists (up 12 per cent).

Birmingham to Florence

ROME

Mr Kenneth Humphreys, at present Birmingham University librarian, has been appointed the first librarian of the new EEC European University Institute at Florence.

Mr Humphreys will have the task of building up from scratch a library in the five official EEC languages—English, French, German, Italian and Dutch—and possibly also Danish.

A budget of 250m lire (£80,000) has been set aside this year and the target for the first stage of the library's formation is 150,000 volumes.

Mr Humphreys will take up residence in October and will collaborate closely with the university's professors on the choice of books, a university spokesman said.

Meanwhile, the Academic Council has begun thrashing out the university's future programme, deciding subject material and methods for courses and seminars and choosing assistants and guest lecturers. It is hoped that the programme can be published by December so that postgraduates can decide if they wish to study there and submit applications. The university is due to open in the Autumn of 1976.

BOOKS

Organisms' environment

C. W. Kilnische

Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments vacant

Universities
Fellowships & Studentships
Polytechnics
Technical Colleges
Colleges and Institutes of Technology
Colleges of Education
Colleges of Further Education

Colleges and Departments

of Art
Administration
Overseas
Government
Industry
Adult Education
Librarians
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Appointments wanted

Other classifications
Announcements
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For Sale and Wanted
Courses
Holidays and Accommodation
Typing and Duplicating

Universities

free university amsterdam

The Free University is a hundred percent state-subsidized university with a protestant-religious background. At the Department of Physical Education of the university is the vacancy of

professor or lecturer of physical education

The task of this professor is:

- lecturing and research;
- directing a small group of research-fellows and teaching assistants;
- taking part in rotating administrative duties of the professors of the department.

Research and teaching of this professor and of his group of collaborators is entirely on the educational and training aspects of physical education and sport. The department offers only a curriculum for theory and research in physical education; no curriculum for gymnastic instructor is offered.

Requirements: a Ph.D. or D.Ed. degree and strong interest and research-experience in the indicated field.

The applicant should be prepared to teach in Dutch within 3 years after nomination.

Depending on age, teaching experience and scientific record, nomination can follow as a Lecturer or Professor. Salary: D.fl. 4571 - 8168 monthly.

Requests for information and letters of application (enclosed bibliography and biographic record), mentioning vacancy-number 731-1955 and before October 1st, 1975 to: De Hooftafdeling Personeelszaken, De Boelelaan 1105, Postbus 7161, Amsterdam-Buitenveldert.

AUSTRALIA

UNIVERSITY OF NEWCASTLE
New South Wales

LECTURER IN SPECIAL EDUCATION

The University invites applications for the position of Lecturer in Special Education. The successful candidate will be responsible for the teaching and supervision of students in the field of special education. The position is full-time and requires a Ph.D. or equivalent qualification. Salary is \$12,000 per annum. Applications should be sent to the Registrar, University of Newcastle, Newcastle, NSW 2308.

AUSTRALIA

MONASH UNIVERSITY
Melbourne, Australia

FACULTY OF EDUCATION

Applications are invited for the position of Lecturer in the Faculty of Education. The successful candidate will be responsible for the teaching and supervision of students in the field of education. The position is full-time and requires a Ph.D. or equivalent qualification. Salary is \$12,000 per annum. Applications should be sent to the Registrar, Monash University, Melbourne, VIC 3000.

AUSTRALIA

UNIVERSITY OF NEW ENGLAND
Armidale, New South Wales

TEACHING FELLOWSHIP

Applications are invited for the position of Teaching Fellow in the Department of Education. The successful candidate will be responsible for the teaching and supervision of students in the field of education. The position is full-time and requires a Ph.D. or equivalent qualification. Salary is \$12,000 per annum. Applications should be sent to the Registrar, University of New England, Armidale, NSW 2350.

AFRICA

UNIVERSITY OF BATHWANA
Leshoto and Swaziland

Applications are invited for the position of Lecturer in the Department of Education. The successful candidate will be responsible for the teaching and supervision of students in the field of education. The position is full-time and requires a Ph.D. or equivalent qualification. Salary is \$12,000 per annum. Applications should be sent to the Registrar, University of Bathwana, Leshoto and Swaziland.

BATH

THE UNIVERSITY
SCHOOL OF PHYSICS

Applications are invited for the position of Lecturer in the School of Physics. The successful candidate will be responsible for the teaching and supervision of students in the field of physics. The position is full-time and requires a Ph.D. or equivalent qualification. Salary is \$12,000 per annum. Applications should be sent to the Registrar, University of Bath, Bath, Avon BA1 2RN.

BIRMINGHAM

THE UNIVERSITY
DEPARTMENT OF GEOGRAPHY

Applications are invited for the position of Lecturer in the Department of Geography. The successful candidate will be responsible for the teaching and supervision of students in the field of geography. The position is full-time and requires a Ph.D. or equivalent qualification. Salary is \$12,000 per annum. Applications should be sent to the Registrar, University of Birmingham, Birmingham, B15 2TT.

Universities continued

lectureships

Applications are invited for posts in the following departments:

Applied Psychology
(Ref No 039)

Candidates should have interests in any field of applied psychology. The University is committed to the development of research in psychology and to the training of students in research. The successful candidate will be responsible for the teaching and supervision of students in the field of applied psychology. The position is full-time and requires a Ph.D. or equivalent qualification. Salary is \$12,000 per annum. Applications should be sent to the Registrar, University of Bath, Bath, Avon BA1 2RN.

Education
(Ref No 049)

Candidates should have interests in any field of education. The University is committed to the development of research in education and to the training of students in research. The successful candidate will be responsible for the teaching and supervision of students in the field of education. The position is full-time and requires a Ph.D. or equivalent qualification. Salary is \$12,000 per annum. Applications should be sent to the Registrar, University of Bath, Bath, Avon BA1 2RN.

Modern Languages
(Ref No 051)

Candidates should have interests in any field of modern languages. The University is committed to the development of research in modern languages and to the training of students in research. The successful candidate will be responsible for the teaching and supervision of students in the field of modern languages. The position is full-time and requires a Ph.D. or equivalent qualification. Salary is \$12,000 per annum. Applications should be sent to the Registrar, University of Bath, Bath, Avon BA1 2RN.

THE UNIVERSITY OF ASTON IN BIRMINGHAM

The British Council

Invites applications for the following posts:

Lecturer in English-ESP (Egypt)

Department of English, University of Alexandria
Graduates with TEFL qualification and 5 years' University TEFL experience.
Salary: £4,264-£5,524 p.a. tax free.
Benefits: free furnished accommodation; overseas and children's allowances. Two year contract, renewable. 75 AU 89

Lecturer in English (Egypt)

Department of English, Cairo University
Graduates in English or Modern Languages with TEFL qualification and several years' TEFL experience.
Salary: £3,385-£4,264 p.a. tax free.
Benefits: free furnished accommodation; overseas allowance. Two-year contract. 75 AU 59

Return fares are paid. Local contracts are guaranteed by the British Council.

Please write, briefly stating qualifications and length of appropriate experience: quote relevant reference number for further details and an application form to The British Council (Applications), 65 Davies Street, London W1X 2AA.

MURDOCH UNIVERSITY

Perth, Western Australia

Murdoch University, Western Australia's second university, is committed to the development of research in psychology and to the training of students in research. The successful candidate will be responsible for the teaching and supervision of students in the field of psychology. The position is full-time and requires a Ph.D. or equivalent qualification. Salary is \$12,000 per annum. Applications should be sent to the Registrar, Murdoch University, Perth, Western Australia.

SCHOOL OF ENVIRONMENTAL & LIFE SCIENCES

The School of Environmental & Life Sciences is responsible for the University's programmes of study in Environmental Science and in Biology. The successful candidate will be responsible for the teaching and supervision of students in the field of environmental science and biology. The position is full-time and requires a Ph.D. or equivalent qualification. Salary is \$12,000 per annum. Applications should be sent to the Registrar, Murdoch University, Perth, Western Australia.

LECTURES/SENIOR LECTURES IN BIOLOGY (Animal Behaviour)

The applicant will be expected to develop and teach Part II courses in Animal Behaviour within the biology programme, and to contribute to Part I courses in Biology and Interdisciplinary Studies. The successful candidate will be responsible for the teaching and supervision of students in the field of animal behaviour. The position is full-time and requires a Ph.D. or equivalent qualification. Salary is \$12,000 per annum. Applications should be sent to the Registrar, Murdoch University, Perth, Western Australia.

LECTURES/SENIOR LECTURES IN BIOLOGY (Human Genetics)

The applicant will be expected to develop and teach a Part II course in Human Genetics to students of Veterinary Biology, and subsequently, to help develop courses in Genetics or Population Dynamics for Biology Students. The successful candidate will be responsible for the teaching and supervision of students in the field of human genetics. The position is full-time and requires a Ph.D. or equivalent qualification. Salary is \$12,000 per annum. Applications should be sent to the Registrar, Murdoch University, Perth, Western Australia.

LECTURES/SENIOR LECTURES IN ENVIRONMENTAL ENGINEERING

The applicant will be expected to develop and teach Part II courses in Environmental Engineering within the environmental science programme, and to contribute to Part I courses in Environmental Science and Interdisciplinary Studies. The successful candidate will be responsible for the teaching and supervision of students in the field of environmental engineering. The position is full-time and requires a Ph.D. or equivalent qualification. Salary is \$12,000 per annum. Applications should be sent to the Registrar, Murdoch University, Perth, Western Australia.

SCHOOL OF MATHEMATICAL & PHYSICAL SCIENCES

The School of Mathematical & Physical Sciences is responsible for the University's programmes of study in Mathematics and in Physics. The successful candidate will be responsible for the teaching and supervision of students in the field of mathematics and physics. The position is full-time and requires a Ph.D. or equivalent qualification. Salary is \$12,000 per annum. Applications should be sent to the Registrar, Murdoch University, Perth, Western Australia.

SCHOOL OF VETERINARY STUDIES

The School of Veterinary Studies has two interrelated divisions: Veterinary Medicine and Applied Veterinary Medicine. The successful candidate will be responsible for the teaching and supervision of students in the field of veterinary studies. The position is full-time and requires a Ph.D. or equivalent qualification. Salary is \$12,000 per annum. Applications should be sent to the Registrar, Murdoch University, Perth, Western Australia.

LECTURES/SENIOR LECTURES IN MATHEMATICS

The applicant will be expected to develop and teach Part II courses in Mathematics within the mathematical sciences programme, and to contribute to Part I courses in Mathematics and Interdisciplinary Studies. The successful candidate will be responsible for the teaching and supervision of students in the field of mathematics. The position is full-time and requires a Ph.D. or equivalent qualification. Salary is \$12,000 per annum. Applications should be sent to the Registrar, Murdoch University, Perth, Western Australia.

LECTURES/SENIOR LECTURES IN PHYSICS

The applicant will be expected to develop and teach Part II courses in Physics within the physical sciences programme, and to contribute to Part I courses in Physics and Interdisciplinary Studies. The successful candidate will be responsible for the teaching and supervision of students in the field of physics. The position is full-time and requires a Ph.D. or equivalent qualification. Salary is \$12,000 per annum. Applications should be sent to the Registrar, Murdoch University, Perth, Western Australia.

SCHOOL OF SOCIAL INQUIRY

The School of Social Inquiry has responsibility for Part II programmes in Economics, History, Human Development and Peace and Conflict Studies. The successful candidate will be responsible for the teaching and supervision of students in the field of social inquiry. The position is full-time and requires a Ph.D. or equivalent qualification. Salary is \$12,000 per annum. Applications should be sent to the Registrar, Murdoch University, Perth, Western Australia.

LECTURES/SENIOR LECTURES IN ECONOMICS

The applicant will be expected to develop and teach Part II courses in Economics within the economic sciences programme, and to contribute to Part I courses in Economics and Interdisciplinary Studies. The successful candidate will be responsible for the teaching and supervision of students in the field of economics. The position is full-time and requires a Ph.D. or equivalent qualification. Salary is \$12,000 per annum. Applications should be sent to the Registrar, Murdoch University, Perth, Western Australia.

THE UNIVERSITY OF MANCHESTER INSTITUTE OF SCIENCE AND TECHNOLOGY

DEPARTMENT OF MANAGEMENT SCIENCES

The Department is one of the largest university centres of management research in the world. It is committed to the development of research in management science and to the training of students in research. The successful candidate will be responsible for the teaching and supervision of students in the field of management science. The position is full-time and requires a Ph.D. or equivalent qualification. Salary is \$12,000 per annum. Applications should be sent to the Registrar, University of Manchester, Manchester, M13 9PL.

LECTURER IN FINANCIAL ANALYSIS/MANAGERIAL ECONOMICS

The person appointed will be expected to develop teaching and research in financial analysis and managerial economics. The successful candidate will be responsible for the teaching and supervision of students in the field of financial analysis and managerial economics. The position is full-time and requires a Ph.D. or equivalent qualification. Salary is \$12,000 per annum. Applications should be sent to the Registrar, University of Manchester, Manchester, M13 9PL.

LECTURER IN INDUSTRIAL RELATIONS

The person appointed will be expected to develop teaching and research in industrial relations. The successful candidate will be responsible for the teaching and supervision of students in the field of industrial relations. The position is full-time and requires a Ph.D. or equivalent qualification. Salary is \$12,000 per annum. Applications should be sent to the Registrar, University of Manchester, Manchester, M13 9PL.

LECTURER IN MARKETING

The person appointed will be expected to develop teaching and research in marketing. The successful candidate will be responsible for the teaching and supervision of students in the field of marketing. The position is full-time and requires a Ph.D. or equivalent qualification. Salary is \$12,000 per annum. Applications should be sent to the Registrar, University of Manchester, Manchester, M13 9PL.

LECTURER IN PSYCHOLOGY

The person appointed will be expected to develop teaching and research in psychology. The successful candidate will be responsible for the teaching and supervision of students in the field of psychology. The position is full-time and requires a Ph.D. or equivalent qualification. Salary is \$12,000 per annum. Applications should be sent to the Registrar, University of Manchester, Manchester, M13 9PL.

AUSTRALIA

UNIVERSITY OF WESTERN AUSTRALIA
Perth

VACANCIES IN MATHEMATICS
Applications are invited for the position of Lecturer in Mathematics. The successful candidate will be responsible for the teaching and supervision of students in the field of mathematics. The position is full-time and requires a Ph.D. or equivalent qualification. Salary is \$12,000 per annum. Applications should be sent to the Registrar, University of Western Australia, Perth, Western Australia.

AFRICA

UNIVERSITY OF BOTSWANA
Leshoto and Swaziland

Applications are invited for the position of Lecturer in the Department of Education. The successful candidate will be responsible for the teaching and supervision of students in the field of education. The position is full-time and requires a Ph.D. or equivalent qualification. Salary is \$12,000 per annum. Applications should be sent to the Registrar, University of Botswana, Leshoto and Swaziland.

AUSTRALIA

UNIVERSITY OF ADELAIDE

Applications are invited for the position of Lecturer in the Department of Education. The successful candidate will be responsible for the teaching and supervision of students in the field of education. The position is full-time and requires a Ph.D. or equivalent qualification. Salary is \$12,000 per annum. Applications should be sent to the Registrar, University of Adelaide, Adelaide, SA 5000.

AUSTRALIA

MONASH UNIVERSITY
Melbourne, Australia

Applications are invited for the position of Lecturer in the Department of Education. The successful candidate will be responsible for the teaching and supervision of students in the field of education. The position is full-time and requires a Ph.D. or equivalent qualification. Salary is \$12,000 per annum. Applications should be sent to the Registrar, Monash University, Melbourne, VIC 3000.

AUSTRALIA

UNIVERSITY OF NEW ENGLAND
Armidale, New South Wales

Applications are invited for the position of Lecturer in the Department of Education. The successful candidate will be responsible for the teaching and supervision of students in the field of education. The position is full-time and requires a Ph.D. or equivalent qualification. Salary is \$12,000 per annum. Applications should be sent to the Registrar, University of New England, Armidale, NSW 2350.

AUSTRALIA

UNIVERSITY OF BATHWANA
Leshoto and Swaziland

Applications are invited for the position of Lecturer in the Department of Education. The successful candidate will be responsible for the teaching and supervision of students in the field of education. The position is full-time and requires a Ph.D. or equivalent qualification. Salary is \$12,000 per annum. Applications should be sent to the Registrar, University of Bathwana, Leshoto and Swaziland.

AUSTRALIA

UNIVERSITY OF BATH
Bath, Avon

Applications are invited for the position of Lecturer in the School of Physics. The successful candidate will be responsible for the teaching and supervision of students in the field of physics. The position is full-time and requires a Ph.D. or equivalent qualification. Salary is \$12,000 per annum. Applications should be sent to the Registrar, University of Bath, Bath, Avon BA1 2RN.

AUSTRALIA

UNIVERSITY OF BIRMINGHAM
Birmingham, B15 2TT

Applications are invited for the position of Lecturer in the Department of Geography. The successful candidate will be responsible for the teaching and supervision of students in the field of geography. The position is full-time and requires a Ph.D. or equivalent qualification. Salary is \$12,000 per annum. Applications should be sent to the Registrar, University of Birmingham, Birmingham, B15 2TT.

Applications are invited for the following new senior academic appointments in the School of Business and Social Sciences of the Gippsland Institute of Advanced Education:

PRINCIPAL LECTURER / SENIOR LECTURER IN ENGLISH

Applications are invited from well-qualified teachers with established research and teaching experience in post-secondary English Literature, in particular, candidates should be able to demonstrate capacity for academic leadership, skills appropriate to the effective teaching of external courses and the ability to prepare and teach new courses in English and modern literature. The successful candidate will be required to participate fully in the development of a rapidly expanding multi-disciplinary degree programme which is also part of the needs of students enrolled in other courses.

PRINCIPAL LECTURER / SENIOR LECTURER IN SOCIOLOGY

Applications are invited from Sociologists with advanced academic qualifications, previous teaching experience and established interest in applied social science. The successful candidate will be required to provide academic leadership and coordinate the development of a well-structured and innovative degree programme in Sociology units currently offered. It is expected that the Principal Lecturer/Senior Lecturer in Sociology should have major and minor interests in the field of Sociology with particular skills relevant to the development of courses for external students will be given special preference.

PRINCIPAL LECTURER / SENIOR LECTURER IN MATHEMATICS

The Principal Lecturer/Senior Lecturer will be expected to make a significant contribution to the development and teaching of Mathematics within the Institute's degree and diploma programmes and to provide academic leadership in team teaching situations. Well-qualified candidates with appropriate experience at a senior level in tertiary education, business or industry relating to any field of Mathematics will be seriously considered. However, the Institute is particularly interested in adding a statistician with an interest in econometrics to its staff.

GENERAL: The Institute's academic staff are expected to contribute to the teaching of their disciplines in team situations. In addition, disciplinary degree and diploma programmes, in both internal and external teaching programmes, in addition to the programmes offered within their own School, staff may also be required to contribute to programmes offered within other Schools.

SALARY will be according to qualifications and experience.
Principal Lecturer — \$A18,921 p.a.
Senior Lecturer — \$A18,924 to \$A18,944 p.a.

CONDITIONS include a superannuation scheme, provision for recreation and study leave, and an attractive staff housing scheme to provide incentive for building or buying a home. Fees for each appointment and family reasonable removal costs and a travelling allowance will be paid. Assistance may be provided in obtaining travel facilities. Further information may be obtained from the Registrar.

APPLICATIONS giving full personal particulars (including qualifications, experience, present position, the names and addresses of three referees, telephone number and a small personal photograph) close on 31 August 1979.

The Registrar,

Gippsland Institute of Advanced Education
P.O. Box 42, Churchill, Victoria, Australia, 3842.

General Vacancies

BRITISH FILM INSTITUTE requires a REGIONAL PROGRAMME ADVISER

to lead its team of programme/bookers and publicity officers concerned with the programming of over forty British Film Theatres.

The successful applicant will have a wide knowledge of the cinema and of film aesthetics and criticism and, in particular, a proven ability (as evidenced by, for example, publications) to communicate the central issues and debates of these areas to diverse groups.

Applications to:

Personnel Department,
61 Dean Street, London,
W1V 6AA.
There is a 429 3000.

Australia

Mount Gravatt College of Advanced Education

Mount Gravatt College is an autonomous college which specialises in Teacher Education. It is situated in the southern suburbs of Brisbane, Queensland. Student enrolment in 1978 will be approximately 1,800.

Vacancies occur at Lecturer or Senior Lecturer level in the following areas for the academic year 1979. Salary ranges which apply are: —
Lecturer II: \$A9,348-\$A12,848 p.a.
Lecturer I: \$A11,855-\$A15,844 p.a.
Senior Lecturer: \$A13,804-\$A18,544 p.a.

EDUCATION (Four Positions)

Applicants should possess a degree or diploma of a recognized University with a strong background in one or more of the fields of Education, Sociology or Education, Curriculum Development, and Educational Administration. For some positions, a background in Technical Education or Tertiary Education will be an advantage.

MANUAL ARTS (Three Positions)

Applicants should have appropriate academic qualifications and wide teaching experience in one or more of the main areas of Manual Arts Education in Queensland Secondary Schools, viz., Metalwork, Woodwork and allied subjects. Woodwork and allied subjects and integrated Manual Arts subjects.

ART AND CRAFT

Applicants should possess a recognized qualification in Art and/or Art Education, preferably including some experience in the field of Design as well as in Art Education in the Primary School. The successful applicant will be expected to extend and develop college courses in Art Education in the Primary School. He will also be expected to teach some practical work either of a general nature (Art activities related to the Primary School situation) or in a specific area such as Design.

ENGLISH

Applicants should possess a relevant University degree, and additional experience in Education Studies, preferably in English Curriculum Development. They should have had successful teaching experience in Primary and/or Secondary Schools. Experience in reading development or in remedial work in reading would be an advantage. The successful applicant will be involved in teaching courses in reading and other areas of Primary and Secondary English Curriculum Studies within the Department of Languages and Literature. In addition, he will be expected to participate in the teaching of other courses offered by the Department.

HISTORY

Applicants should hold a good honours or post-graduate degree with major studies in History. The successful applicant will be required to contribute to the teaching of courses in Asian History and one or more of the other History programmes offered by the College, viz., Ancient History, American History, Australian History, Contemporary World History. He may also be expected to make some contribution to the College Curriculum Studies Course in Social Studies.

GEOGRAPHY

Applicants should possess a degree of a recognized University. The major area of responsibility of the successful applicant will be the teaching of a course in Geography of Economic Activity with some teaching in the area of Economic Principles or Micro-Economics. Successful teaching experience at Primary or Secondary level will be an advantage.

SCIENCE

Applicants should have appropriate tertiary academic qualifications in Physical Science and/or Science Education, together with experience in the teaching of Science at Primary and/or Secondary level. The successful applicant will be expected to take courses in Physical Science and in Curriculum appropriate to science teaching in Primary or Secondary Schools.

PSYCHOLOGY

Applicants should possess successful teaching experience and tertiary qualifications in one or more of the following: Child Development, General Psychology (Experimental) and Organizational areas.

SPECIAL EDUCATION

There are seven areas in which College courses are organized, viz., the teaching of the mildly mentally handicapped, the severely handicapped, the deaf, the visually handicapped, the cerebral palsy, and the orthopedically handicapped, remedial teaching, resource teaching.

Applicants will be expected to have appropriate tertiary qualifications as well as practical experience in one or more of the areas listed above.

Application forms and further information available from Agent-General for Queensland, 362 Strand, London, WC2R 0LZ.
Closing date: Monday, August 18, 1979.

General Vacancies

NATIONAL YOUTH BUREAU

on behalf of
CONJUNCTIVE GROUP ON YOUTH AND COMMUNITY WORK TRAINING

Invites applications for

PROFESSIONAL ADVISER

for the
CO-ORDINATION AND VALIDATION ON-SERVICE TRAINING FOR YOUTH AND COMMUNITY SERVICE PERSONNEL.

A Panel representative of all interests concerned, is being established to carry out this task on behalf of the Conjointive Group of the Institute of the G.S.A. It requires the services of a Professional Adviser. The person appointed will have experience in the education and training of youth and community and allied workers and be able to make a professional judgement on the whole range of courses within the Panel's concern.

Salary within first four points of new H.P.E. Principal Lecturers scale (\$5,940-\$8,542).

Further details and application forms may be obtained by 19th August, 1979 from: Director, National Youth Bureau, 11-25 Alton Street, London, W10 3JH.



Are you interested in STUDENT ADMINISTRATION?

Then earn over £10,600 In the next two years TAX-FREE

As part of our important Saudi Arabian Defence Contract, we are responsible for the King Fahd Al Akademy where Saudi Arabian cadet pilots receive their education and training.

We wish to recruit a Progress Controller, who will be responsible for programme planning, maintenance of flow charts and student records, and training data.

Applications are invited from men aged 25 to 50, who already possess at least three years' similar experience in an educational institution. He should preferably be qualified to at least HND/HNC level in either maths or statistics.

The successful candidate will receive free bachelor accommodation and meals, medical care and other facilities. We also offer frequent and generous travel-paid home leave, and the contract is renewable after 2 years.

Please apply with brief details of appropriate experience and qualifications, quoting Ref. No. 303 THES or telephone Preston 634317.

The Personnel Officer (S.A.),
Saudi Arabian Support Dept.,
British Aircraft Corporation,
Warton Aerodrome,
Preston, PR4 1AX, Lancs.



Administration

DONCASTER LOCAL EDUCATION AUTHORITY DONCASTER INSTITUTE OF HIGHER EDUCATION APPOINTMENT OF PRINCIPAL

Applications are invited from persons with appropriate qualifications and experience for the post of Principal of the new Doncaster Institute of Higher Education. The Institute will be formed from an amalgamation, in September, 1979, of Doncaster College of Art, Doncaster College of Education, Doncaster College of Technology and (including Mexborough College of Further Education) and Scaevay College of Education. The salary is fixed initially at a point in the range £11,136 to £11,816.

The Authority is seeking to appoint a Principal who will lead the development of the new Institute, especially in matters of policy and standards, and will have the skills needed to interpret and relate the work of the Institute to education, industry, commerce and the community. The successful candidate will be expected to take up the post as soon as possible in advance of the formation of the Institute so that he or she may play a full part in its planning.

Application forms and further particulars may be obtained from the Director of Education, Education Department, Pricewaterhouse, Doncaster, to whom completed forms should be returned by not later than 31st July, 1979.

Administration continued

NORTHERN IRELAND WESTERN EDUCATION AND LIBRARY BOARD

Invites applications for the post of Education Officer (Special Services).

The Officer will report to the Senior Education Officer and is responsible for the following functions:

Special Education, Education Welfare, Scholarships and Education Development.

Candidates must either hold a degree or other such professional qualification as is in the opinion of the Department of Education equivalent thereto and have had at least 5 years teaching or post graduate experience or be existing officers of Boards who hold a teaching qualification.

Salary scale for the post is £4,998-£5,556 per annum (under review).

Application forms and further details are available from the Personnel Officer, Headquarters Offices, 1 Hospital Road, Omagh BT70 0AW Northern Ireland returnable not later than 28th July, 1979.

Librarians

LEICESTERSHIRE LOUGHBOROUGH COLLEGE OF EDUCATION COLLEGE LIBRARY

Applications are invited for the post of Assistant Librarian commencing on or before 1st September 1979. The successful candidate will be required to manage the library and to provide a high standard of service to the staff and students of the College.

Experience of inter-library work, especially in the field of periodicals, is essential. The College Library is a large and well-stocked library with a wide range of journals and books. The successful candidate will be expected to manage the library and to provide a high standard of service to the staff and students of the College.

Further particulars and application forms can be obtained from the Librarian, Loughborough College of Education, 100 Victoria Road, Loughborough, Leicestershire LE11 1AB.

SHEFFIELD THE UNIVERSITY BIOLOGICAL INFORMATION SERVICE (University Library)

Applications are invited for the post of Assistant Librarian commencing on or before 1st September 1979. The successful candidate will be required to manage the library and to provide a high standard of service to the staff and students of the University.

Further particulars and application forms can be obtained from the Librarian, Sheffield University, 100 Victoria Road, Sheffield, S10 2TN.

Wales

COLLEGE OF LIBRARIANSHIP LECTURER/SENIOR LECTURER

Applications are invited from persons with appropriate qualifications and experience for the post of Lecturer or Senior Lecturer in the College of Librarianship. The successful candidate will be required to manage the library and to provide a high standard of service to the staff and students of the College.

Further particulars and application forms can be obtained from the Librarian, College of Librarianship, 100 Victoria Road, Cardiff, CF1 1AB.

LONDON INNER LONDON EDUCATION AUTHORITY

Applications are invited for the post of Lecturer or Senior Lecturer in the Inner London Education Authority. The successful candidate will be required to manage the library and to provide a high standard of service to the staff and students of the Authority.

Overseas

The British Council

King Abdul Aziz University, Jeddah, Saudi Arabia Course team for a Programme of Communication Skills in English

THE PROJECT: The British Council has been asked to establish a Language Service Centre at King Abdul Aziz University to develop English Language Communication Skills for 320 First Year students in the Faculty of Medicine and Engineering. The programme will run initially for one year and will be carried out in association with various university departments in Britain and with the Council's English Teaching Division in London. It will require a wide range of expertise in the teaching of English for scientific and technical purposes, and will offer opportunities for the preparation of teaching materials.

THE POSTS: Applications are invited for the following:
Post 5: Specialist in Physical Science Education
Post 11: Specialist in Multi-Media Systems
Posts 11-18: Course Tutors in Technical Study Skills
Post 24-25: Chief Engineer and Engineer to maintain TV studio, video and language laboratory facilities
Post 26: Visual Aids designer to assist in preparation of teaching materials.

THE APPLICANTS: Candidates, men only, must be suitably qualified and experienced. Graduates, preferably with TEFL qualifications, are required for posts 5-18. For certain Course Tutor posts experience in Mathematics or Science Education will be required.

SALARIES: Posts 5 and 11, £5,335-£6,064 p.a. Posts 11-18 and 24-26, £4,969-£5,524 p.a. All salaries are tax free. Salaries may be increased for candidates with special qualifications and experience.
BENEFITS: Free furnished accommodation; overseas and children's allowances; passage-paid annual home leave; curfew and baggage allowances; travel costs. One-way contracts possibly renewable. Please write, briefly stating qualifications and length of appropriate experience; quoting reference 75 AU 60-86 for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1V 2AA.

Colleges and Institutes of Technology

BOLTON INSTITUTE OF TECHNOLOGY

Applications are invited for the following posts:

Senior Lecturer/Lecturer II in Building—Department of Civil Engineering

Experience of site organisation, contract planning and management essential, together with appropriate professional qualifications. Courses offered in Department include B.Sc. (Hons.) (Civil Engineering).

Senior Lecturer/Lecturer II in Electronic Engineering (Temporary for 1 year). 2 Posts

Applicants must be graduates and have relevant industrial experience. Subject interests required are Electronic Engineering and Electrical Engineering.

Lecturer I or Lecturer II in Health Visitors—Department of Liberal Studies

Applicants must be qualified Health Visitors who are on the O.E.T.V. Roll of Tutors and will be expected to teach on the Health Visitors course and allied courses. Preference given to applicants with the Diploma in Nursing.

Lecturer I or Lecturer II in Textile Chemistry

Applicants should be graduates with research or industrial experience in dying and finishing or man-made fibres. Knowledge of chemical testing of textile materials advantageous.

To teach students on a variety of courses ranging from O.C.E. A level to Degree work in Physiology/Zoology. An ability to contribute in the fields of Plant Physiology and Biochemistry would be an added advantage.

Lecturer I in Physics

To assist in teaching the Physics content of the Science Department courses and that of the Institute's O.C.E.A. Engineering Degree courses.

Salary Scales:

Lecturer I: £1,800-£2,533 p.a., plus threshold payments, plus recent salary award.

Lecturer II: £2,070-£2,533 (1979) p.a., plus threshold payments, plus recent salary award.

Applicants should send their applications, with three referees, to the Vice-Principal, Bolton Institute of Technology, Deane Road, Bolton, to be returned as soon as possible.

The appointment will be made at a level determined by qualifications and experience of the successful applicant.

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